Saturday Review

October 15, 1966 35¢

CATHOLICS AND THEIR SCHOOLS
By John Cogley

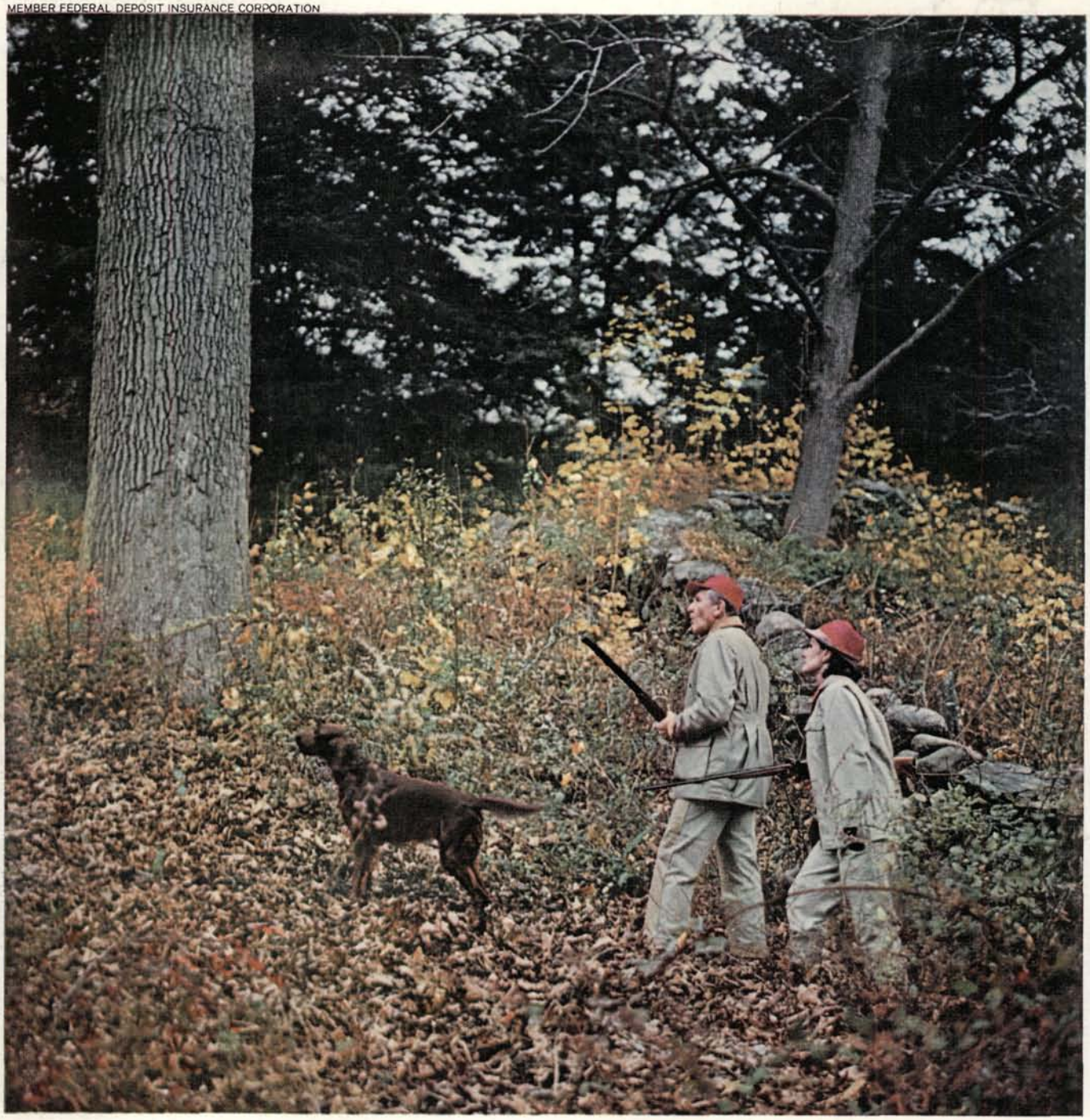
FIGHTING DEPRIVATION IN THE PROMISED LAND
By Moshe Smilansky

HISTORY AND THE NEW SOCIAL STUDIES
By Richard H. Brown

430 R75755000y AMBA955225EP67
AMBASSADOR COLL LIBR
BOX 927
BIG SANDY TX 7575?

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

MEMBER FEDERAL DEPOSIT INSURANCE CORPORATION



Sure of their position...

They lead freer, fuller, more secure lives thanks in part to First National City's trust and investment services. Here's the story...

Together, they operate a highly successful suburban real estate and insurance agency. For recreation, they're keen on outdoor sports, shooting with the best of the amateurs.

Like so many busy, vital people, they place strong reliance upon our trust and investment officers for *professional* guidance and management in personal financial matters. Their Wills are on file here, sensibly naming First National City as their executor and trustee, and we are acting for him *now,* under a living term trust for the benefit of his aging mother. As always in these matters, we work closely with the family Attorney. Also, we have been given the responsibility of supervising their security portfolio. When it comes to advice on your investments, where better to turn than to one of the world's leading financial organizations—First National City Bank?

Get new trust booklet. "PROFESSIONAL PLANNING FOR YOUR PERSONAL TRUST" explains the uses of trusts and cites several interesting examples of their application to different situations. Like to have a copy? Just telephone (212) 559-0191 or write us today and ask for booklet R-28. Thank you.

FIRST NATIONAL CITY BANK

TRUST AND INVESTMENT DIVISION • 399 PARK AVENUE, NEW YORK, N.Y. 10022

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Soon even a business as far out as this one can use ITT's new data processing services.

Once you had to live in a major city to be near a data processing center.

Now ITT Data Services Division is changing all that with strategically located data processing stations linked to computer centers. The computer is, in effect, being brought to all business, wherever it may be.

This will eliminate the transport of data to distant computer centers. And it will take only minutes instead of days to process the data.

The ITT Data Services Computer Center in New Jersey (the largest of its kind), linked to satellite stations throughout Greater New York, has set the pace. Now there's one like it in Los Angeles, to be linked with satellites in southern California and nearby states.

Soon there'll be similar centers and satellites throughout the U.S. and in major European cities. One is now operating in London. Thus, ITT will make data processing economically available to a whole new group of businesses.

International Telephone and Telegraph Corporation, New York, N.Y.

ITT

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

(*Advertisement*)

For anyone who likes to read and who can never seem to find enough time for it, the night of Saturday, October 29 is the best night of the year. For this is the night on which, in most places, Daylight Saving Time ends, clocks are set back and we have returned to us that extra hour which we lost last April.

The problem then becomes one of choosing an appropriate book with which to take advantage of this hour. You will not be surprised to learn I have a recommendation.

It is *I Start Counting*, by Audrey Erskine Lindop, which has to be placed in that genre too loosely classified as "the suspense novel." It is true that suspense is a major ingredient in the book—the suspense involved in the fascinating exercise of trying to determine who has been murdering a number of women in a British town and who will be the next victim.

But this book has more than mere suspense in it. Surprisingly for this sort of book, it has humor and deft characterization. It revolves about a family right out of "You Can't Take It With You," including a grandfather who breeds mice, an aunt subject to every known ailment (including an incurable urge to talk about them), a pair of lively twins, and the teller of the story—a 15-year-old girl who begins to suspect that the killer lives in her house.

I enjoyed it. I recommend it. If you live in an area that doesn't have Daylight Saving, plan on that extra hour anyway. For just as the narrator can't stop counting, so you won't be able to stop reading.

L. L. Day
EDITOR-AT-LARGE

I Start Counting ($4.95), by Audrey Erskine Lindop, is published by Doubleday & Company, Inc., 277 Park Avenue, New York 10017. Copies may be obtained from your own bookseller or at one of the 32 Doubleday Book Shops, one of which is located at 1144 Franklin Avenue, Garden City, New York 11530.

Saturday Review

October 15, 1966

Cover design by Pageant Studio

SR: Ideas

19 Toward a Draft Without Guns, by Harris Wofford
22 Money and Politics: An Editorial

SR: Education

72 Catholics and Their Schools, by John Cogley
80 History and the New Social Studies, by Richard H. Brown
82 Fighting Deprivation in the Promised Land, by Moshe Smilansky

SR: Books

27 Literary Horizons, by Granville Hicks
27 Index of books reviewed

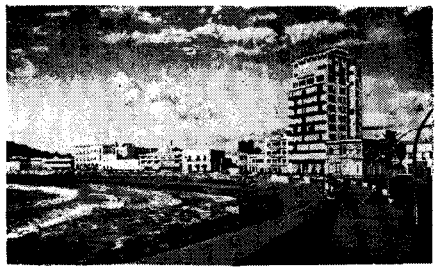
SR: Departments

4 Phoenix Nest: Martin Levin
8 Top of My Head: Goodman Ace
10 Trade Winds: Herbert R. Mayes
23 Letters to the Editor
26 *SR* Goes to the Movies: Hollis Alpert
28 Literary Crypt
30 Literary I.Q.
54 As Others See Us: Barbara Baird
56 Music to My Ears: Irving Kolodin
58 Mid-Month Recordings
63 The Theater: Henry Hewes
64 Booked for Travel: Horace Sutton
100 Kingsley Double-Crostic No. 1697

Saturday Review published weekly by Saturday Review, Inc., 380 Madison Ave., New York, N.Y. 10017. Chairman of the Board, J. R. Cominsky; President, Norman Cousins; Vice President and Treasurer, Nathan Cohn; Vice President and Secretary, W. D. Patterson; Advertising Director, Harry T. Morris; Director of Advertising Services, Robert A. Burghardt; Circulation Director, R. F. Goodman; Circulation Consultant, Bert Garmise; Assistant to the Publisher, Marion Urny; Advertising Promotion Manager, William Donald Garson. Subscription $8 a year. Member Audit Bureau of Circulations. Vol. XLIX, No. 42, October 15, 1966. Second class postage, paid at New York, N. Y. and at additional mailing offices. Indexed in the "Readers' Guide to Periodical Literature."

© 1966 by Saturday Review, Inc. All rights reserved under the Berne and Pan-American Copyright Conventions. Reproduction in whole or in part of any article (in English or other languages), without permission is prohibited.

Printed in the United States of America. Unsolicited manuscripts cannot be returned unless accompanied by a properly addressed envelope bearing sufficient postage. **Send all remittances and correspondence about subscriptions, undelivered copies, and changes of addresses to Subscription Department, SATURDAY REVIEW, 380 Madison Ave., New York, N. Y. 10017.**
BRANCH ADVERTISING OFFICES: Chicago, Raymond W. Welch, Jr., 401 North Michigan Avenue, Chicago 11, Illinois; Detroit, Bruce E. Miller, New Center Building, Detroit, Michigan 48202; West Coast Offices: Fletcher S. Udall & Company, 417 Montgomery Street, Suite 1005, San Francisco, California 94104; and 422 South Western Avenue, Los Angeles 5, California; Southeast Office: Ray Rickles & Co., 3783 Pine Tree Drive, Miami Beach, Florida 33140.
Printed by the McCall Corporation, Dayton, Ohio.

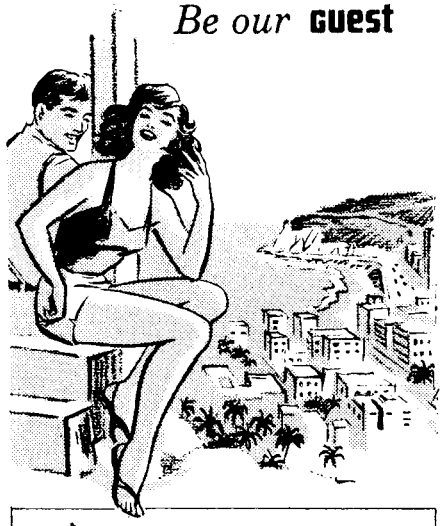


méxico

So foreign...
yet so near

Take Mazatlan, for example... Once a remote fishing port, today easily accessible... The blue Pacific froths along its sweeping beaches. Sports fishermen converge there, many to compete in the international tournaments where sails and marlin are the prey... At twilight the clop-clop of carriage horses blends with the boom of the surf... Beach-front hotels light up, wandering musicians fill the night with Mexican melody...You'll find Mazatlan's hospitality makes you feel less a tourist than a welcome guest.

Be our **guest**

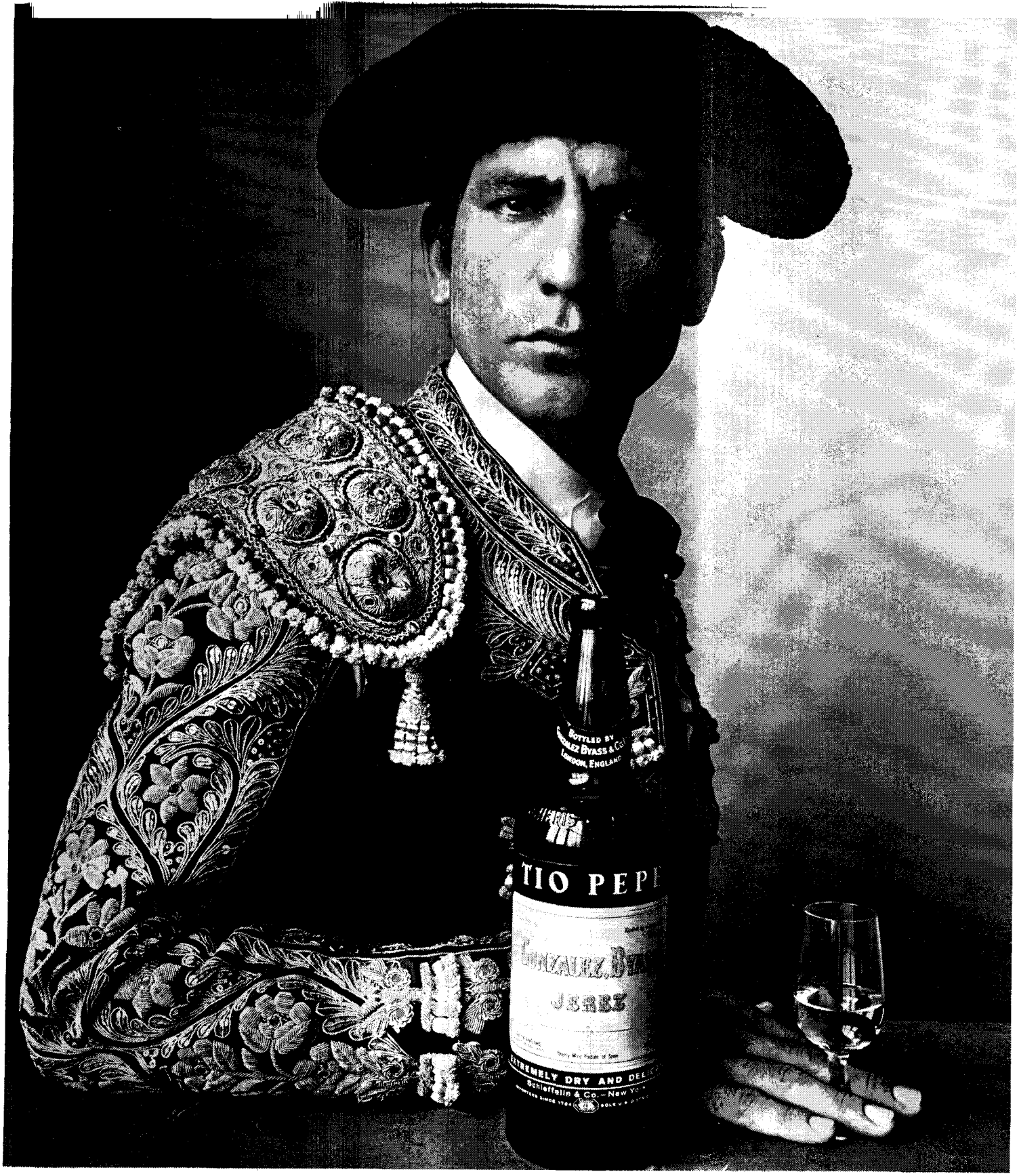


méxico

MEXICO HOST TO THE WORLD FOR THE OLYMPICS 1968. VISIT IT NOW!

CONSULT YOUR TRAVEL AGENT OR OUR OFFICES:
630 Fifth Ave. Suite 3508. NEW YORK 20. N.Y.
MEXICAN GOVERNMENT TOURISM DEPARTMENT
Reforma y Lafragua, Mexico 1, D. F.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



IN SPAIN, TIO PEPE IS THE DRINK OF THE BULLFIGHTERS. IN AMERICA, UNFORTUNATELY, THERE AREN'T TOO MANY BULLFIGHTERS.

Bullfighters drink Tio Pepe because they're Spanish. Being Spanish, they grow up knowing practically everything there is to know about sherry. Which means they know enough to drink Tio Pepe.

Tio Pepe is a fino sherry. All fino sherries are dry. But Tio Pepe is the driest and palest of them all.

Tio Pepe should not be confused with cream sherry. Cream sherry is sweet and filling. The Spanish drink it after meals, after bullfights, after anything.

The Spanish drink Tio Pepe before meals, before bullfights, before anything.

Hence, if you went into a restaurant in Spain, or anyplace else in Europe, and you ordered cream sherry before dinner, you'd be instantly marked as an American tourist. Even without your camera.

Of course, we don't expect you to know nearly as much about sherry as the Spanish. After all, knowing about sherry is part of Spanish tradition.

All we ask is that you give Tio Pepe a try. Chilled. Or on the rocks.

It's not like we're asking you to do anything dumb, like fight a bull.

Schieffelin & Co., New York.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

If you read *Saturday Review* you should own

...the new MERRIAM-WEBSTER UNABRIDGED

In recent years the English language has changed tremendously. Your everyday language. And the language of science, the arts, business, and the professions.

To be well informed today you need to keep up with these changes. And the way to do it — *the only way* — is to get the new Merriam-Webster Unabridged: Webster's Third New International Dictionary.

100,000 new words, new meanings
450,000 entries

The first completely new unabridged dictionary in 30 years, this new Merriam-Webster is the only dictionary that puts you in full command of the new words and new meanings in space, science, politics, and today's English language in general.

It covers every area of human thought, answers more questions about today's English language than any other dictionary.

Get the new Merriam-Webster Unabridged at your book, department, or stationery store today.

WARNING: Don't be misled by big dictionaries said to be "unabridged." Only Webster's Third New International has 450,000 entries with 100,000 new words and new meanings. This is the word authority of your library, schools, courts of law, and the U.S. Government Printing Office.

FREE BOOKLET — *just mail coupon*

G. & C. Merriam Co., Dept. 906, Springfield, Mass. 01101

I'm interested in keeping up with the new words and new meanings in today's English language. Please send me a free copy of your 12-page booklet "Hold the English language in your two hands."

Name.....

Address.....

City & State.....

Edited by Martin Levin

A Dry Spell

MEN AND WOMEN who have earned stardom in the theater also have to earn their livings. Today, if no new play comes their way they can turn to the motion picture and to television to keep the pot boiling. Before these electronic aids arrived it was more difficult. A star could play his latest success on tour until its audience was exhausted. Then, if no new play came along he could form a repertory company and tour with it.

Touring costs money. If you can stay in a small town for a whole week and in a large one for three or four weeks, you might do well financially. This was the why and wherefore of repertory companies. (Make no mistake, the basic reason for repertory is the paucity of good new plays.) Also, while touring in repertory the star could try out a new play or two. If he found a hit—good-bye repertory.

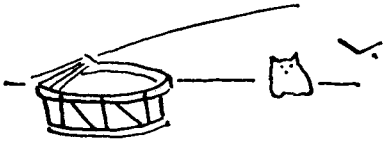
Launching a repertory company, especially with a cast that had never played together before, could be a little rough. Rehearsing and getting up in new parts, to have at least six plays ready for performance, was quite a chore. I was with such a company before the First World War. When we were up in two bills (we never called them plays), we started playing towns for runs of two nights. As we readied other plays our runs were extended.

Our leading lady was talented, charming, beautiful, and a pain in the neck. She was rather casual about learning her lines. Her scenes with the star she knew perfectly, but they had plenty of time to rehearse as she was with him night and day. Her knowledge of her lines in scenes with the rest of the company was rather sketchy. She depended upon us to prompt her, or ad-lib, or come to her rescue in other ways. Finally, the company got together over sandwiches and beer, after one trying night, and we took a blood oath we would never prompt her again or come to her rescue in any way.

We were opening the next night in Henri Bernstein's *The Thief*. I was playing the juvenile, and early in the first act the leading lady and I had a scene together, seated on a couch well downstage. In this scene she had quite a long speech, reproving me for having fallen in love with her—a married woman. This speech was broken in the middle by a line of protest from me, which she was to brush aside and continue with her chiding.

She started the speech bravely and with good pace, but when I threw in my line it threw her. She dried up. She looked at me for a prompt but I just stared back, pretending to be in character. The company was in the wings watching to see if I would weaken and break my oath. I didn't.

My beloved finally realized I was going to be of no help to her and she panicked. Drying up in the theatre has



its own peculiar agony, and she was suffering. Her eyes searched the front of the house as if by some magic the lines would be flashed to her on neon lights. If she just knew how the speech started! The ensuing pause became longer than a pause for dramatic effect. The audience sensed there was something wrong, and there was a restlessness and a rattling of programs. We were losing them. The expression on the poor woman's face was desperate as she searched her mind for the words she needed. Then suddenly her face changed. It brightened. It glowed. Her memory had returned. She turned toward me and said, with great authority, "Don't interrupt!"

—HOWARD LINDSAY.

Staged Wait

Cloak-Filled Rooms

WHEN THE PRESIDENT'S rent supplement bill was stalled in Congress, it was reported that there was a good deal of activity in the Senate cloakrooms. The bill finally passed, 46 to 45, after Senator Bartlett of Alaska switched his vote. The Senator had opposed the bill but changed his mind when the Administration suddenly decided that eskimos in the tundra are, after all, entitled to some federal help with their housing.

Personally, I have no strong views on igloo improvement, but I find it interesting that this sort of vote-swapping is so often attributed to conferences that take place in Senate cloakrooms.

My generation first learned of the existence of the United States Senate at about the same time, and in the same

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Only the Literary Guild saves you 40% to 60% on books like these

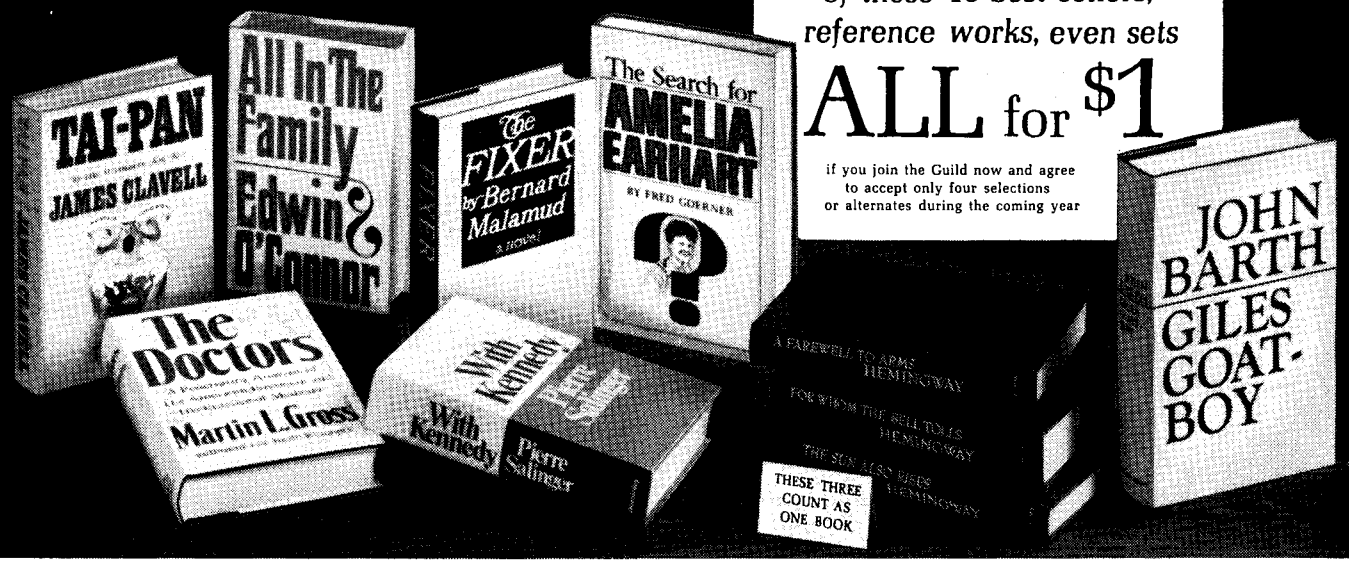
As an introduction, choose

ANY FOUR

of these 43 best-sellers, reference works, even sets

ALL for $1

if you join the Guild now and agree to accept only four selections or alternates during the coming year



298. TAI-PAN James Clavell (Publisher's edition, $6.95)

290. U.S.A. John Dos Passos 3 vols. count as 1 choice. (Publisher's editions, $10.00)

154. THE COMPLETE WORKS OF WILLIAM SHAKESPEARE 2 volumes count as 1 choice.

317. UNDERSTANDING MEDIA: THE EXTENSIONS OF MAN Marshall McLuhan (Pub. edition, $7.50)

97. YOU ONLY LIVE TWICE & THUNDERBALL Ian Fleming 2 volumes count as 1 choice. (Publisher's editions, $8.45)

109. THE DOCTORS Martin L. Gross (Pub. edition, $6.95)

138. THE KREMLIN LETTER, Noel Behn (Pub. ed., $4.95)

61. THE DETECTIVE Roderick Thorp (Pub. ed., $5.95)

158. UNDER THE VOLCANO Malcolm Lowry (Publisher's edition, $5.95)

81. INQUEST Edward Jay Epstein (Publisher's edition, $5.00)

28. THE FAMILY TREASURY OF CHILDREN'S STORIES 2 volumes count as 1 choice. (Publisher's edition, $6.95)

98. ALL IN THE FAMILY Edwin O'Connor (Pub. ed., $6.95)

280. THE LAST 100 DAYS, John Toland (Publisher's edition, $8.95)

87. THE CRUSADES Zoé Oldenbourg (Publisher's edition, $6.95)

57. THE MAGIC OF SHIRLEY JACKSON (Publisher's edition, $6.95)

323. THE PAPER DRAGON Evan Hunter (Pub. ed., $5.95)

322. THE NINETY AND NINE William Brinkley (Pub. ed., $5.95)

115. THE FIXER Bernard Malamud (Publisher's edition, $5.75)

100. TINKERBELLE Robert Manry (Publisher's edition, $5.95)

286. UNSAFE AT ANY SPEED, Ralph Nader (Publisher's edition, $5.95)

210. THE COMPLETE STORIES AND POEMS OF EDGAR ALLAN POE (Publisher's edition, $5.95)

5. Milton Cross' ENCYCLOPEDIA OF GREAT COMPOSERS & THEIR MUSIC 2 volumes count as 1 choice. (Publisher's edition, $6.95)

26. THE SEARCH FOR AMELIA EARHART Fred Goerner (Pub. edition, $5.95)

320. THE TRUMAN PRESIDENCY Cabell Phillips (Pub. ed., $7.95)

103. EARTHLY PARADISE Robert Phelps (Pub. ed., $6.95)

108. RAND McNALLY'S WORLD ATLAS FOR THE HOME (Publisher's edition, $5.95)

1. ARMY OF THE POTOMAC TRILOGY: Mr. Lincoln's Army, Glory Road, Stillness at Appomattox, Bruce Catton. 3 vols. count as 1 choice. (Publisher's editions, $12.50)

23. WITH KENNEDY Pierre Salinger (Publisher's edition, $5.95)

134. MASTERS OF PAINTING Bernardine Kielty (Pub. ed., $5.95)

82. THE BONAPARTES David Stacton (Publisher's edition, $7.95)

294. THOSE WHO LOVE Irving Stone (Publisher's edition, $6.95)

314. THE MAKING OF THE PRESIDENT 1964 & THE MAKING OF THE PRESIDENT 1960 Theodore H. White 2 volumes count as 1 choice. (Publisher's editions, $13.90)

18. THE GREAT NOVELS OF ERNEST HEMINGWAY *The Sun Also Rises, A Farewell to Arms, For Whom the Bell Tolls.* (Publisher's editions, $13.95)

117. THE DOUBLEDAY BOOK OF INTERIOR DECORATING, Albert Kornfeld (Publisher's edition, $11.95)

70. THE COMPLETE SHORT STORIES OF MARK TWAIN (Pub. ed., $4.95)

96. MR. CLEMENS AND MARK TWAIN Justin Kaplan (Pub. edition, $7.95)

276. GREAT MODERN SHORT NOVELS: Hilton, Steinbeck, Greene, Hersey, Bellow, Spencer, Capote.

192. GILES GOAT-BOY John Barth (Publisher's edition, $6.95)

744. THE FANNIE FARMER COOKBOOK (Publisher's edition, $6.50)

324. BURN, BABY, BURN! Jerry Cohen & William S. Murphy (Pub. edition, $5.95)

113. SHORT STORIES OF IRWIN SHAW. 68 stories in one volume.

72. THE VIKING BOOK OF POETRY. 2 volumes count as 1 choice. (Not available in Canada)

293. IS PARIS BURNING? Larry Collins & Dominique Lapierre (Pub. edition, $6.95)

NOTE: Guild editions are sometimes reduced in size, but texts are full-length — not a word is cut!

PERHAPS you have noticed how many of today's best-sellers are Literary Guild books. But, you may not have realized that members get these books as soon as published — and are guaranteed savings of 40% to 60% on every book they want.

In recent months, for example, members were offered *Giles Goat-Boy* for $3.50 instead of $6.95 in the publisher's edition; *The Fixer* for $2.95 instead of $5.75; *With Kennedy* for $3.50 instead of $5.95; *Tai-Pan* for $2.95 instead of $6.95.

Being first to enjoy the newest best-sellers at savings like these is a *continuing* benefit of Literary Guild membership. Months before publication, Guild editors contract for the books which in their judgment will be most widely discussed and enjoyed—from among thousands of manuscripts submitted by leading publishers. Handsome Guild editions are then printed in large, economical press runs which make possible the savings to members.

Coming selections are described before publication in the Guild's free monthly *Preview*. As a member, you need accept only four books during the coming year, out of the 20 or more offered each month. For every four you buy, you may choose a bonus book.

Why not begin enjoying the many benefits of Guild membership by taking advantage of this introductory offer right now? Send no money. Just mail the coupon.

LITERARY GUILD OF AMERICA, Inc., Garden City, N. Y.

Literary Guild of America, Inc.
Dept. 60-SR1, Garden City, N. Y.

Please enroll me as a trial member of the Literary Guild and send me the FOUR books or sets whose numbers I have printed in the four boxes at the right. Bill me only $1 plus shipping for all four. If not delighted, I may return them in 10 days and this membership will be cancelled.

I do not need to accept a book every month — only as few as four a year — and may resign any time after purchasing four books. All selections and alternates will be described to me in advance in the Guild's free monthly "Preview," and a convenient form will always be provided for my use if I do not wish to receive a forthcoming selection. You will bill me the special Guild price for each book I take. This will always be at least 40%, often as much as 60%, below the price of the publisher's edition. (A modest charge is added for shipping.) For each four monthly selections or alternates I accept, I may choose a valuable bonus book from the special bonus catalog.

Mr.
Mrs.
Miss (Please Print)

Address

City & State Zip

If under 18, have parent sign here:

If you wish to charge all books to your credit card, give account number:
☐ Diners'
☐ Am Express
#

Canadian Enquiries write to address above. For your convenience, books will be shipped from our Canadian office. Offer good in Continental U.S.A. and Canada only.

39-G724A

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

INVER HOUSE

IMPORTED RARE SCOTCH

100% BLENDED SCOTCH WHISKY EIGHTY PROOF IMPORTED BY INVER HOUSE DISTILLERS, LTD., PHILA.

A GREAT NEW GIFT IDEA...

SUNRISE to STARLIGHT

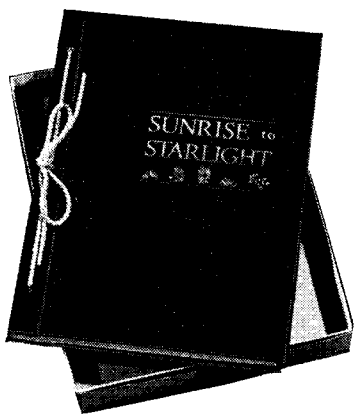
Inspiration and Wisdom for All of Life

Compiled by MAY DETHERAGE

An exciting and joyous collection of the world's writing to delight, encourage, lift, amuse, and guide the reader. Selections range from serious to funny. Makes an appropriate gift for birthdays, weddings, anniversaries, graduations, and other special occasions.

208 pages $4.95

- Bound in dark olive green Kivar kidskin and tied with an "old gold" cord
- Boxed in attractive gift box covered with sunburst gold paper
- Illustrated with 30 full-page photographs



At your local bookstore

abingdon PRESS

schools, that we learned of the existence of cloakrooms. They are long, narrow rooms lined with coat hooks. Over the coat hooks are shelves where you put your lunch bag, box, bucket, or pail. Your boots go on the floor along the wall, and your snow pants go on the hook if you get to school on time, or they go in a ball on top of the boots if you get to school late.

Sometimes at one end of the cloakroom there are shelves filled with tablets, pencils, blackboard chalk and erasers, and next semester's geography books, titled something like "Living Peoples of the Whole World." If you touch those, you're in big trouble.

There are always nine more students than there are coat hooks, so there is considerable piling on of wraps, and it is sometimes hard to get your hat to stay on the hook. Even if you put your hat on top of your lunch bag, it's no simple matter to pack your wet gloves into the coat pockets and your scarf into a sleeve. The result is that mounds of wool extend from the walls almost to the middle of the room, and anyone who leaves hastily after stealing a tablet knocks down seven or eight coats even if he holds his breath.

Picture four Senators working out a deal on a rent supplement appropriation in the cloakroom on a rainy day. The rain is actually beside the point here, except that wet wool coats have a pungency about them that might discourage the Senators from smoking their cigars, and this seems worth discouraging in a cloakroom.

The point is, when you keep whispering in class, the teacher sends you to stand in the cloakroom; and United States Senators should not be associated, in the minds of the young, with that sort of ignominy. —A. C. Van Dine.

The *Very* Last Time I Saw Paris

The last time I saw Paris,
Her prices were too high
And every clerk and maître d'
Gave me the fishy eye.

The last time I saw Paris,
My wife said "oo lala"
But when she spoke the native tongue,
They said "ne comprends pas."

De Gaulle was shouting "force de frappe"
And singing Mao's praise
They served hot dogs and cokes to me
In all the quaint cafés.

So let them keep the Louvre
Likewise the Jeu de Paume
No matter how they beg me,
This old Yankee will stay home.

—Arnold M. Auerbach.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Most people answer this question incorrectly:

How much money has one company–U. S. Steel–spent on air and water pollution control over the past fifteen years?

____ $5,000,000
____ $25,000,000
____ $100,000,000
____ $200,000,000

The answer is $200 million, and more millions will be spent as U. S. Steel continues its expansion and modernization program. As a matter of fact, that $200-million investment in cleaner air and water indicates pretty well our attitude toward pollution control. This money is spent because U. S. Steel believes it has an obligation to its neighbors to help conserve natural resources.

USS United States Steel

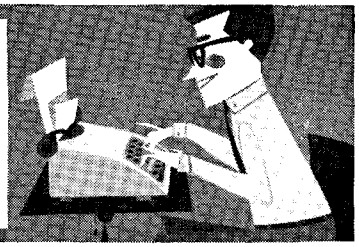
PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Et tu, Brut?

Bold new Brut for men. By Fabergé.

For after shave, after shower, after anything, **Brut!**

Top of My Head



Hospitality

IF YOU THINK it's difficult to buy a ticket to a theater along The Great White Way, try to get into the amphitheater of a hospital along The Great White Starched Way. The Broadway theaters are all SRO, but it's impossible to get standing room in a hospital, even if it's only so the doctor can delicately touch you and ask you to cough.

And the prices! In the theaters they're high enough—sometimes $12 for an opening on Broadway. Try to get an opening sometime in a hospital and there go your life's savings.

A recent report stated that five years ago the average room in a New York hospital for ten days cost $560. Today that same room goes for $841.90. Ninety cents—that includes the amphitheater amusement tax. Next year, the report goes on to say, that room will be $1,000 for ten days. So if you're thrift-minded you know what you have to do.

Like the man in the box office of a Broadway hit, the receptionist at a hospital has that look in her eye of, "you got sick, we didn't send for you." She practices oneupmanship with her first question:

"Yes sir, what can I do for you?"

"Well, I thought I might have this operation. I see where the cost is going up next year and I'd like to take advantage of this year's price."

"Oh, I see. Are you sixty-five or over? Because if you're sixty-five or over you get Medicare. Are you sixty-five or over?"

"No, I'm thirty-two."

"Oh, I'm sorry, sir."

"That's all right. That's why I'm here. I want to *try* for sixty-five or over. I'd like one of your $841.90 rooms."

"I see. Now we have the American plan and the European plan. Which do you prefer, sir?"

"Well—uh—what do they include?"

"Well, sir, with the American plan you get intravenous meals—that's breakfast and dinner."

"How about lunch?"

"We have a commissary here, sir. Their specialty is cheeseburgers."

"With French fries?"

"If you prefer. Or maybe you'd prefer the European plan. That's a little cheaper. You get the intravenous meals, but you don't get an anesthetic."

"You mean the anesthetic is extra?"

"No, no, you get the operation but with no anesthetic."

"I just grit my teeth?"

"If you prefer. Oh, another thing we omit with the European plan—the nurse doesn't come in at midnight to wake you up so she can give you a sleeping pill."

"Well, I think I'll take a stab at that European operation."

"Very good, sir. Now when would you like to make the reservation for—this is October—we're filled up for November . . . December. . . ."

"Miss, I'd like to make it this year, because I want to get in on that cut rate—$841.90."

"Well, the best I can do for you is January 12."

"Oh, that's too late. I'll miss the bargain price."

"Well, I could put you in the week before Christmas. That's traditionally the slowest week in the year for amphitheaters."

"Well, won't that run into next year?"

"Oh, I don't think so. How long do you expect to be with us?"

"Oh, many years I hope. I'm only thirty-two. Oh, you mean how long in the hospital? Well, I don't know. Can't we just leave that open? At least until I'm closed?"

"I'm afraid not. We're very crowded. We like to get people in and out. I'm afraid I can't get you an earlier date unless you're an emergency. Are you an emergency?"

"Well, yes, I am. I took my temperature this morning. It read 101.3."

"Was that orally?"

"Yes. Why? Did you want it in writing?"

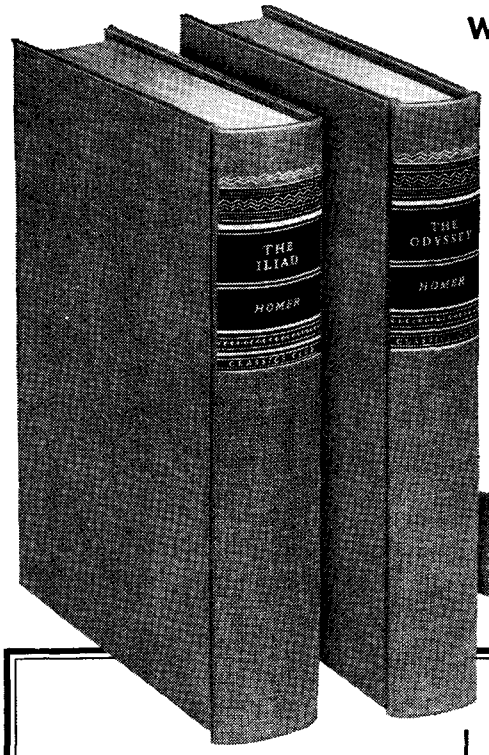
"No, no, I meant—oh, I'd better turn you over to our head nurse. Oh, Miss Kildair! Would you attend to this gentleman?"

So you see the thing to do is to stay out of hospitals. The football players have the best system. I'm forever seeing a huge fullback limping off the field, rubbing his lower right side with one hand, his left ventricle with the other, his face contorted with pain—an appendectomy if I ever saw one. And two minutes later he's prancing out on the field, operated on, healed, and good as new. That's what I call a hospital.

—GOODMAN ACE.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

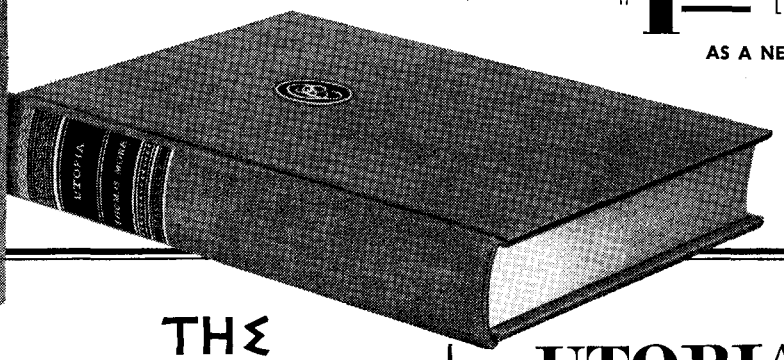
WALTER J. BLACK'S CLASSICS CLUB INVITES YOU TO ACCEPT



All 3 of these beautiful De Luxe Library Editions

FOR ONLY $1.00 [REGULAR PRICE $10.17]

AS A NEW MEMBER



THE ILIAD OF HOMER

HERE is an epic called one of the six best books ever written — a book so magnificent that Alexander the Great carried it with him into battle in a jewelled casket! When you read this exciting account of the battle for Troy, you'll see why it has stirred the pulses of countless readers for nearly three thousand years!

THE ODYSSEY OF HOMER

THE exciting romantic narrative of the perilous wanderings of Odysseus after the fall of Troy. No hero of fiction has ever surpassed Odysseus for courage, cleverness, and wisdom. As you thrill to his adventures, you will — like millions before you — discover a never-ending fascination in this timeless classic!

UTOPIA

CAN a society be created in which everyone lives the "good life"? Where laws are few and simple . . . where war does not exist? One by one, Sir Thomas More considers in *Utopia* the social and economic problems that have beset man in all societies, in all ages. You will be amazed at his conclusions and you'll marvel at the brilliance of a man who — four centuries ago — could take such an enlightened view of social progress.

Why The Classics Club Offers You This Superb Value

WILL YOU ADD these three volumes to your library — as an introductory offer made only to new members of The Classics Club? You are invited to join today . . . and to receive on approval beautiful editions of the world's greatest masterpieces.

These books, selected unanimously by distinguished literary authorities, were chosen because they offer the greatest enjoyment and value to the "pressed for time" men and women of today.

THE HALLMARK of a cultured home has always been its library of books. Books fill gaps in formal education . . . set a person apart as one who has sought and tasted the wisdom of the ages.

For filling leisure hours with sheer enjoyment, nothing can surpass a classic. No one need ever be friendless or dull if he or she chooses for companions the wisest, wittiest, most stimulating minds that ever lived.

Why Are Great Books Called "Classics"?

A true "classic" is a living book that will never grow old. For sheer fascination it can rival the most thrilling modern novel. Have you ever wondered how the truly great books have *become* "classics"? First, because they are so readable. They would not have lived unless they were read; they would not have been read unless they were interesting. To be interesting they had to be easy to understand. And those are the very qualities which characterize these selections: *readability, interest, simplicity.*

Only Book Club of Its Kind

The Classics Club is different from all other book clubs. 1. It distributes to its members the world's classics at a low price. 2. Its members are not obligated to take any specific number of books. 3. Its volumes are luxurious De Luxe Editions — bound in the fine buckram ordinarily used for $7 and $10 bindings. They have tinted page tops; are richly stamped in genuine gold which will retain its original lustre — books you and your children will read and cherish for years.

A Trial Membership Invitation to You

You are invited to accept a Trial Membership. With your first books will be sent an advance notice about future selections. You may reject any book you do not wish. You need not take any specific number of books — only the ones you want. No money in advance, no membership fees. You may cancel membership at any time.

Mail this Invitation Form now. Today's low introductory price for these THREE beautiful volumes cannot be assured indefinitely, so please respond promptly. THE CLASSICS CLUB, Roslyn, L. I., New York 11576.

THE CLASSICS CLUB WQ
Roslyn, L. I., New York 11576

Please enroll me as a Trial Member, and send me at once the THREE beautiful Classics Club editions of THE ILIAD, THE ODYSSEY *and* UTOPIA. I enclose NO MONEY IN ADVANCE; within one week after receiving my books, I will either return them and owe nothing, or keep them for the special new-member introductory price of ONLY $1.00 (plus a few cents mailing charges) for ALL THREE superb volumes.

As a member, I am to receive advance descriptions of all future selections, but am not obligated to buy any. For each future volume I decide to keep, I will send you only $3.39 (plus a few cents mailing charges). I may reject any volume before or after I receive it, and I may cancel my membership at any time. *(Books shipped in U.S.A. only.)*

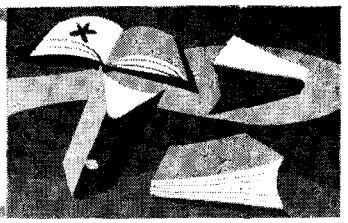
Name.....
(Please Print Plainly)

Address.....

City & State..... ZIP CODE ZONE NO.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Trade Winds



Brooks Atkinson has declared that the 1925-26 season was the richest in the history of American theater, and I agree. But the first theater ecstasy I experienced was in the Collingwood Opera House in Poughkeepsie, when, at age eight, I was taken to a performance of *Uncle Tom's Cabin*. On learning that that melodrama still is produced several hundred times a year, it seemed that there must be a story worth telling about such productions.

There *is*. It already has been told, often. Nonetheless, some facts are worth repeating.

The two major companies providing acting fare for amateur groups are Samuel French, Inc., and the Dramatists Play Service, Inc. The French catalogue carries almost 3,000 titles, and some 70,000 people send for it annually. Only 10 per cent of the plays originate on Broadway. The Dramatists' catalogue lists close to a thousand, and has its own enormous mailing list. In addition to a synopsis of each play, there is in the catalogues information regarding number of scenes, characters required, kinds of props, royalty fees, etc.

If you want to put on a play for two men and two women, you can order *I Married Irene Because She Has Eyes Like Abraham Lincoln's*. If you want to put on a play for three old Jewish characters, or eleven six-year-old girls plus one teen-age boy, or five Chinese ladies; if you are in the mood for doing a monologue, a Passion play, a pantomime, or a musical; or for helping a group stage the best dramas ever written by Elmer Rice, Sidney Kingsley, Maxwell Anderson, Arthur Miller, or anybody else, the bill of fare is complete.

Both services sell their plays in book form, usually in paperbacks. Both serve as literary agents for playwrights, well established or brand new. Through one of them you can buy grease paint, black tooth wax, nose putty, and crepe hair-wool; also posters and publicity kits. However, no popcorn.

Which play has been most often performed by amateurs? I would have guessed *Our Town*. It isn't, though it is near the top, along with *Charley's Aunt*, *You Can't Take It with You*, *The Man Who Came to Dinner*, *Life with Father*, *Born Yesterday*, *Arsenic and Old Lace*, and *Blithe Spirit*. The highest honor for frequency of production belongs to *Aaron Slick of Punkin Crick*, which it is estimated has been performed 50,000 times. Because of the title, I refuse to see it until it hits 500,000.

A popular playwright will receive more than $30,000 a year in royalties from amateur productions! More people attend such productions than go to baseball games. Walter Kerr wrote play adaptations for French while he was a college student. Thornton Wilder used to write blurbs for the catalogue.

Even plays published in hard covers have their regular following. Random House, which turns out most of them, generally loses money on them, but I suspect that they're in the business because Bennett Cerf, who could have been an actor (professional), gets free tickets to openings! Random has 800 customers who have a standing order for every play it publishes.

On the whole the business is unprofitable, but there are individual successes. Eugene O'Neill's *Strange Interlude* sold more than 100,000 copies. Robert Bolt's *A Man for All Seasons* sold 30,000 copies. Because Random published Moss Hart's plays, Random was favored with Hart's autobiography, *Act One*, which was a smash. Same with S. N. Behrman's plays, which got Behrman's *Duveen* for Random.

Doubleday's Fireside Theatre Book Club, which offers in hard covers the leading plays of each season, has a monthly subscription list of 15,000. If you have any trouble enrolling, just ask for Miss Vicki Mayes and mention my name. She's in charge, and I happen to know her rather well.

My good deed for the day is to suggest that you send for the two major play catalogues. The addresses are: Samuel French, Inc., 25 West 45th Street, New York, New York 10036; and Dramatists Play Service, Inc., 440 Park Avenue South, New York, New York 10016. Generally the catalogues are sent free on request. But even if you are asked to pay 50 cents, you'll be getting a bargain.

I am pleased, naturally, that so many readers have written to me about punctuation, pronunciation, and translations. There are enough letters to fill half a dozen columns, and I begin to understand how Bennett Cerf managed to keep TRADE WINDS going for ten years. It *had* been my impression that he *worked* at it.

Anyway, Estelle Saylor has a thing

Don't kill the martini
Mix with
BOISSIERE
(Say "Bwa-Zee-Air")
LE FRENCH VERMOUTH TRÉS DRY
Don't kill your martini with a vermouth that is anything less than the finest. Bring it to life with Boissiere. Crisp...subtle...extra dry. Use Boissiere, the connoisseur's vermouth, when you mix your next batch of martinis. It does make a difference.
SOLE DISTRIBUTOR U.S.A.: MUNSON G. SHAW CO., N.Y.
J.BOISSIERE

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

This is the first issue of Aspen magazine.

George Lois. Tom Courtos, Ralph Tuzzo designed it.

Until now, every magazine was a bunch of pages stapled together. It arrived in your mailbox folded, mutilated and spindled—usually with more ads than editorial. Last year, a group of us enjoying the sun, skiing and unique cultural climate of Aspen, Colorado, asked ourselves, "Why?"

Why, for example, couldn't a magazine come in a box? *Why* shouldn't an article exploring jazz be accompanied by an LP record illustrating in sound our words in print? *Why* couldn't each article be a separate booklet, in the shape, color and paper most appropriate to the subject?

We kept asking why for months. *Aspen* magazine is the answer.

Our first two issues are now out and the third is on the way. Our editors, no longer limited by the restrictions of a bound magazine, could let their imaginations soar. And they did. They began thinking in three dimensions. And there was no end to the exciting ideas.

Each issue of our magazine in a box will contain any number of delightful surprises: Wildflower seeds, tea samples, swatches, or puzzles; booklets in the manner of Japanese scrolls or illuminated manuscripts; blueprints, a bit of rock or an LP record.

There's no end to the editorial possibilities. And our advertisers will share in the excitement. In future issues, you'll find a sample of a new ski lipstick. A tiny salt spoon. A new perfume. Ads are in a separate section we call our Ad Gallery, and it will be shared by companies who share our standards of quality and taste.

In short, *Aspen* is the first three-dimensional magazine. Each issue will be designed by a famous graphic artist. George Lois, Tom Courtos and Ralph Tuzzo designed the first issue. And it shows. Future issues will be by Frank Kirk, Andy Warhol, Henry Wolf and Onofrio Paccione, and we can't wait to see them.

The format will change radically each time. But Aspen is more than a delight to the eye, it will also be a feast for the intellect. We promise that its content will be as original and rewarding as the format.

We'll cover everything that enhances life and anything that can be described as a civilized pleasure of modern living—from skiing and wildflower watching to houses and humanities. There'll be articles on art, architecture, music (always with a record), dance, gourmet dining, nature and conservation, underground movies, avant-garde theatre and iconoclastic people—even how to make your own wine and mead.

Why do we call it *Aspen?* Because we're using that cultural spa of the Rockies as a point of view, a state of mind, a symbol of the free-wheeling, eclectic life (much as The New Yorker uses New York).

Does it sound exciting? It is. Does it sound expensive to produce? It isn't cheap. *Aspen* is published bimonthly. Each issue is $4. A charter subscription (6 issues) is $16. That's $8 below the single-copy price of $24. If you subscribe now, you'll start at the beginning with the first issue.

Also, we'll guarantee you that our magazine is in fact as great as it sounds in concept. If you hate it, you can cancel at any time and get a pro-rata refund promptly. You have nothing to lose—and at the very least a conversation piece and collector's item to gain.

Let's go.

Aspen Magazine SR 10/15
P.O. Box 205
New York, N.Y. 10014

Aspen sounds like you have a winner. Sign me up for a charter subscription, starting with the first issue. I can cancel at any time and get a pro-rata refund promptly.

Name _____

Address _____

City _____

State _____ Zip _____

☐ Please bill me later for $16, one year's subscription.

☐ I'll pay now. $16 enclosed.

Add $2.00 outside U.S.A.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Harvey Cox:
"This book could be epoch making—Dewart is in many ways more radical than the death of God theologians."

THE FUTURE OF BELIEF

Theism in a World Come of Age

Leslie Dewart. This is the first fully articulated attempt by a Roman Catholic religious philosopher completely to recast traditional Christian doctrine in the light of modern man's new self-understanding. He discusses his theory of doctrinal development, the knowability of God, the dogma of the Trinity, salvation history, and the import of human achievement. The overall impact of the book is that of a brilliantly original vision—the kind of theology Teilhard de Chardin would have applauded. $4.95

From Anathema to Dialogue

A Marxist Challenge to the Christian Churches

Roger Garaudy. Nearly one-third of the earth pays homage to the teachings of Karl Marx; nearly another one-third professes belief in the faith of Jesus Christ. Written by the leading French Marxist philosopher, this book has been recognized throughout Europe as the most open statement of the Marxist position vis-a-vis Christianity that has ever been written. The author rediscovers shared humanistic values, stresses the demand for practical dialogue, and explores the conditions of future cooperation. $3.95

The Respectable Murderers

Social Evil and Christian Conscience

Paul Hanly Furfey. The dean of American Catholic sociologists examines the perverse immoralities committed or condoned by ordinary "decent" Christians: American Negro slavery, the extermination of millions of Jews, the murderous bombing of civilians, and the exploitation of the poor. Msgr. Furfey compares the ethic of respectability and the ethic of Christian love, and calls for the Christian intellectual to fulfill a prophetic role in the eradication of social evil. $4.50

The Lord of the Absurd

Raymond Nogar. Written with utter candor by an eminently qualified scientist and theologian, this book probes the mystery of evil, the nature of chance and disorder in the universe and the "divine madness" of God's intervention in history. "Father Nogar celebrates Christ despite and in the midst of the absurd."—*Christian Century* $3.95

Non-Violence and the Christian Conscience

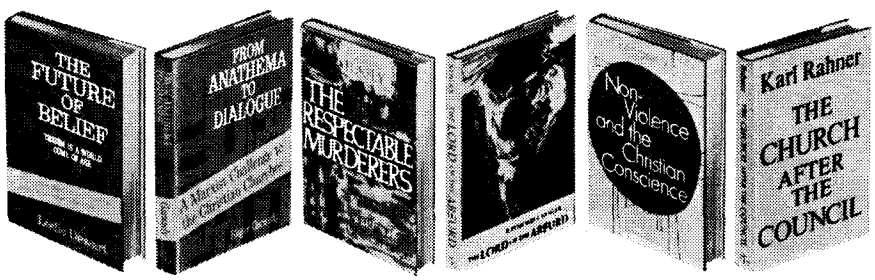
Pie Regamey. "At a time when so many American Catholics have come to the point where they seem to think that to question the justice of the use of force is to betray the nation and to deny the faith, we need this perfectly sound, readable and exact argument in favor of Christian non-violence."
—*From the Preface by Thomas Merton* $4.95

The Church After the Council

Karl Rahner. One of the most distinguished theologians of our time poses the question "how has the Vatican Council affected the personality and direction of the Church?" and offers his response in three provocative essays: *The Council—A New Beginning, The Church—A New Image* and *Theology—A New Challenge.* $3.50

HERDER AND HERDER

232 Madison Avenue, New York, N.Y. 10016



about commas. "My fifth grade teacher used to say, 'When in doubt, leave it out.' But that didn't always satisfy me. Then I found a poem by Howard Willard Gleason, entitled *Comma Caution,* that has helped me immeasurably."

Here's the poem, I hope with Mr. Gleason's permission:

Be gentle to the comma with its curly little tail:
Though dainty and diminutive, its power turns one pale!
It causes much confusion when neglected or misplaced,
So slur it not through ignorance, nor hobble it through haste!
Expressions parenthetical (*however* or *said he*),
All nominatives of address, appositives *aussi*,
Inverted-order clauses, which come before the main,
The members of a series (Lizzie, Annabel, and Jane),
Long phrases introductory containing verbal parts,
All nonrestrictive elements ("His hobby, *which is arts*—"),
Dates, addresses in detail (10 Broadway, Hartford, Conn.,
Or Saturday, June '36), and, last to ponder on,
The parts of compound sentences ("Ike hops, but Willie flees")
All these require commas tucked in their interstices,
One may not move a mountain, but one *may* preserve a state
By cultivating commas. . . . And tomorrow is too late!

Joe McCarthy writes: "You know how many books are published without so much as a word of comment, good or bad, in any book review section. I was talking about this recently with Edwin O'Connor, and he recalled that he had such a book in 1951—a novel called *The Oracle.* It went completely unnoticed. Not a peep about it, verbal or printed, anywhere. Weeks went by. Finally, O'Connor met a friend on the street, and the friend said to him excitedly, 'Hey, Ed, about your book—.'

"O'Connor was sure he'd hear something. 'Yes,' he gasped in anticipation, 'What about my book?' And the friend said, 'When does it come out?' "

—Herbert R. Mayes.

Solution of Last Week's Kingsley Double-Crostic (No. 1696)

(Justin) Kaplan:
MR. CLEMENS AND MARK TWAIN

Harte had noticed Clemens' "aquiline eye," he said, "an eye so eaglelike that a second lid would not have surprised me." Against this dominant nature, Harte managed to maintain a mocking tone and the authority of the master over the pupil.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

★★ FASCINATING CHRISTMAS GIFT—*DIRECT FROM LONDON!* ★★

BRITISH MAGAZINE-OF-THE-MONTH

It's Fun to Receive These World-Famous Magazines Vividly Portraying Modern and Traditional Britain!

EXTRA YULETIDE
BONUS GIFT
Starts Club Membership

The 1966 Christmas Number

Magnificent Collector's Treasure. Luxuriously portrays traditions of Christmas in colour illustrations and stories.

Full-coloured feature on the "History of the Christmas Card"; four colour pages of illustrations for Grimm's Fairy Tales by Richard Engels and many other fascinating subjects.

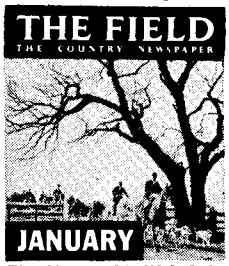
An Exciting Gift for Everyone: Family, Friends... Yourself!

IT'S FUN, Club members say, to receive a different surprise...a new harvest in magazine reading...every month all year 'round. These world-famous magazines present the whole brilliant and colourful British panorama.

Each is a leader in a specialized field ...wry humour, stimulating commentary, literature, the arts, fashions, adventurous travel, descriptions of the picturesque British Isles, views of Royal occasions and traditional pageantry.

A membership in the British Magazine-of-the-Month Club will remind everyone on your gift list of your thoughtfulness all through the coming year.

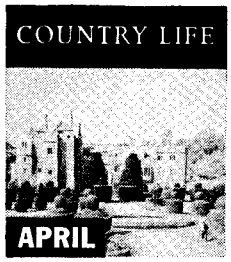
A beautiful gift card, bearing a *full colour portrait of H.M. Queen Elizabeth II,* will herald your Christmas greetings for each gift subscription. Post your orders straightaway to be sure the gift card and the *extra bonus* of *The Illustrated London News Christmas Number* arrive during the holiday season.



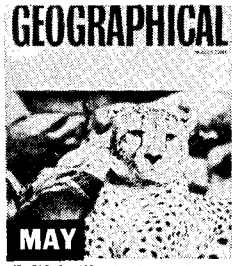
The Charm of British Outdoor Life. Reports on sports, gardens, hunting, fishing and of living in the colourful country estate regions.

Vivid Panorama of World History. Assesses the course of human events from the past to the present—political, social, economic trends.

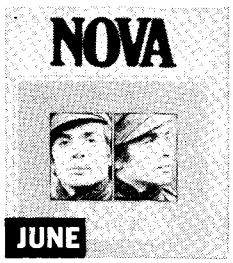
Stimulating, Perspective Views on current affairs, literature and the arts by brilliant writers. Edited by Melvin J. Lasky & Frank Kermode.



Superb Views of Historic England. Traditional Britain—her castles, customs, culture, countryside—recorded in colourful photography.



British Illustrated Adventure and Travel Magazine. Colourful pictures and prose for an insight to customs, cultures, places of the world.

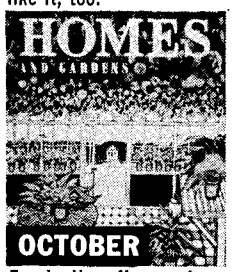


For Today's New Kind of Woman—Nova, a new kind of magazine, is diverting, stimulating, entertaining, thought-provoking. Men like it, too.

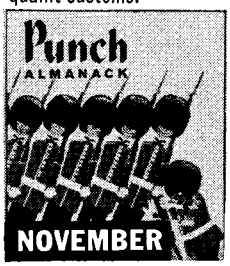
Fascinating Tales of Rural Britain. 200 interest-packed pages reflect an authentic picture of the people, their ways and quaint customs.

Most Universally Respected Weekly. Dramatic pictorial coverage of world events, personalities, Royal occasions...a wide range of subjects

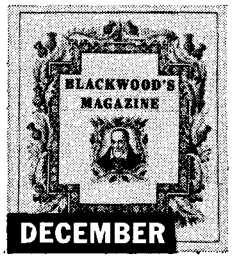
Britain's Most Sophisticated and best informed Society and fashion magazine. Covers people, parties and style reviews with verve.



Fascinating Homemakers Handbook of distinctive fashion, decor and design. Delightful reports on every aspect of the famed English gardens.



Humour and Satire At Its Utmost . . . Deft and Delightful. Internationally acclaimed for distinctive wit, criticism, incomparable sophistication.



Famed since 1817 for brilliant, entertaining, thought-provoking stories, essays and commentary for discerning men and women.

ORDER NOW...MAIL THIS COUPON TODAY!

ONLY **$7.95**

$12.00 VALUE AT NEWSSTAND PRICES

SPECIAL DISCOUNT RATES
Members of the British Magazine-of-the-Month Club are entitled to a special discount from the regular annual rate on all new subscriptions to any of the 12 Club magazines . . . any time during the year.

This offer available exclusively through British Publications, Inc.

TO: **BRITISH MAGAZINE-OF-THE-MONTH CLUB, DEPT. VM-15**
30 EAST 60TH STREET, NEW YORK, N.Y. 10022

Each subscription entitles the recipient to 12 issues of Britain's outstanding magazines plus the extra Yuletide bonus of The Illustrated London News 1966 Christmas Number.

British Publications, Inc. reserves the right to substitute magazines or dates if circumstances prevent filling above schedule.

☐ **Please send my gift subscription with a gift card to:**

Name _____ (PLEASE PRINT)

Address _____

City _____ State _____ Zip Code _____

Gift card to read from: _____

My Name _____

Address _____

City _____ State _____ Zip Code _____

☐ **Check here if you wish to enter your own subscription**

(For additional gift subscriptions attach names and addresses on separate sheet)

Enclosed is my remittance of $_____ for _____ (NO.) Subscriptions to the British Magazine-of-the-Month Club @ $7.95 each.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

SR's Check List of the Week's New Books

Business, Economics

ESSAYS IN ECONOMICS: Theories and Theorizing. By Wassily Leontief. Oxford Univ. Press. $6.

Crime, Suspense

BRASS KNUCKLES. By Frank Gruber. Sherbourne. $5.95.

CRACK OF DOOM. By Oyvind Holmvik and Hans Faye-Lund. Harcourt, Brace & World. $3.

MOVING TARGET. By Jack McClenaghan. Harcourt, Brace & World. $4.50.

SLEEP NO MORE. By George Sims. Harcourt, Brace & World. $3.95.

Current Affairs

THE PLAY WITHIN THE PLAY: The Inside Story of the UN. By Hernane Tavares de Sá. Knopf. $5.95.

Fiction

AMERICAN NEGRO SHORT STORIES. Edited by John Henrik Clarke. Hill & Wang. $5.95.

ANOTHER SPRING. By Loula Grace Erdman. Dodd, Mead. $4.95.

EARLY IRISH LITERATURE. By Eleanor Knott and Gerard Murphy. Barnes & Noble. $6.

IN THE COMPANY OF EAGLES. By Ernest K. Gann. Simon & Schuster. $5.95.

IN GOD WE TRUST: All Others Pay Cash. By Jean Shepherd. Doubleday. $4.50.

I TOOK MY LOVE TO THE COUNTRY. By Margaret Culkin Banning. Harper & Row. $5.95.

THE PACT. By James Ambrose Brown. Putnam. $4.50.

A PROPER PRICE. By William Groninger. New American Library. $5.50.

PURSUIT. By Berry Morgan. Houghton Mifflin. $4.95.

ROAR OF THUNDER. By Wilbur Smith. Simon & Schuster. $5.95.

THE RUSSIAN INTERPRETER. By Michael Frayn. Viking. $4.50.

SUNDAY AND THE LITTLE MAN FROM ARCHANGEL. By Georges Simenon. Harcourt, Brace & World. $4.95.

THREE SIDES OF THE MIRROR. By Robert Watson. Putnam. $4.95.

TREMOR OF INTENT. By Anthony Burgess. Norton. $4.95.

THE WINNING OF WESTMINSTER. By Kurt Unkelbach. Prentice-Hall. $3.95.

THE WATERFALLS OF SLUNJ. By Heimito von Doderer. Harcourt, Brace & World. $6.95.

Government, Politics

HOUSE VS. SENATE: Conflict in the Appropriations Process. By Jeffrey L. Pressman. Yale Univ. Press. $4.50.

History

AN AMERICAN PRIMER. Edited by Daniel J. Boorstin. Univ. of Chicago Press. Boxed set, $17.50.

AS A CITY UPON A HILL: The Town in American History. By Page Smith. Knopf. $6.95.

THE DRUIDS: A Study in Keltic Prehistory. By T. D. Kendrick. Barnes & Noble. $8.50.

LUDENDORFF: Genius of World War I. By D. J. Goodspeed. Houghton Mifflin. $6.

THE SECRET SURRENDER. By Allen Dulles. Harper & Row. $5.95.

TIME OF TRIAL, TIME OF HOPE: The Negro in America, 1919-1941. By Milton Meltzer and August Meier. Doubleday. Hardbound, $2.95. Paperback, $1.45.

YESTERDAY'S DETERRENT: Tirpitz and the Birth of the German Battle Fleet. By Jonathan Steinberg. Macmillan. $6.95.

Literary History, Criticism

EXPLORATIONS OF LITERATURE. Edited by Rema Drell Reck. Louisiana State Univ. Press. $3.50.

FROM PROUST TO CAMUS: Essays on Contemporary French Writers. By André Maurois. Doubleday. $5.95.

F. SCOTT FITZGERALD AND THE CRAFT OF FICTION. By Richard D. Lehan. Southern Illinois Univ. Press. $4.95.

PATTERNS OF LOVE AND COURTESY: Essays in Memory of C. S. Lewis. Edited by

John Lawlor. Northwestern Univ. Press. $4.95.

TWENTIETH-CENTURY FRENCH LITERATURE TO WORLD WAR II. By Harry T. Moore. Southern Illinois University Press. $4.95.

TWENTIETH-CENTURY FRENCH LITERATURE SINCE WORLD WAR II. By Harry T. Moore. Southern Illinois Univ. Press. $4.95.

Miscellany

AMERICA AND AMERICANS. By John Steinbeck. Viking. $12.50.

THE BIRDS OF EUROPE. By John Gould and A. Rutgers. Barnes & Noble. $15.

CHALLENGE OF THE SEVEN SEAS. By Senator Claiborne Pell with Harold Leland Goodwin. Morrow. $6.95.

CONFESSIONS OF A DILETTANTE. By Russell Lynes. Harper & Row. $5.95.

COOK RIGHT—LIVE LONGER: The Lelord Kordel Cookbook. By Lelord Kordel. Putnam. $5.95.

PRESIDENTIAL WIT: From Washington to Johnson. Compiled by Bill Adler. Trident. $4.95.

THURBER AND COMPANY. Introduction by Helen Thurber. Harper & Row. $6.95.

YOUR PERSONAL INCOME TAX GUIDE: 1967 Edition. By the tax editors of Prentice-Hall. Paperback, $1.

Personal History

THE ARAPAHO WAY: A Memoir of an Indian Boyhood. By Althea Bass. Potter. $5.95.

BOB PETTIT: The Drive Within Me. By Bob Pettit and Bob Wolff. Prentice-Hall. $4.95.

THE GIFT OF THE DEER. By Helen Hoover. Knopf. $5.95.

HECTOR BERLIOZ: A Selection from His

The Christian Brothers California Sherry. Made from this country's largest library of matured dessert wines.

The quality of any sherry depends in large measure on the age of the wines it's blended from. Since this country's largest collection of fully matured premium sherry wines belongs to The Christian Brothers, these sherries are unsurpassed.

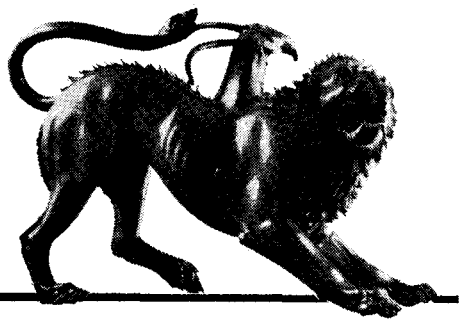
Taste The Christian Brothers Cream Sherry, a wine that is rich, full-bodied, delightfully sweet. Or the Golden Sherry. (Only moderately sweet.) Or the Dry Sherry. Or the Cocktail Sherry. (Very dry and pale.)

The Christian Brothers Sherries. Always instantly ready to help you entertain your friends. As easy to serve as filling a glass.

A message from Brother Timothy, Cellarmaster of The Christian Brothers Winery, Napa, California.

SOLE DISTRIBUTOR: FROMM AND SICHEL, INC., SAN FRANCISCO, CALIFORNIA

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



SAVE $5.05 ON THE MOST APPRECIATED CHRISTMAS PRESENT YOU CAN GIVE!

984 pages encompassing all the arts, in one of the most beautiful, and complete reference books ever published. All in one volume: Architecture, Ballet, Biography, Film Graphics, Literature, Music, Opera, Painting, Photography, Philosophy, Sculpture, Theater, the Applied Arts, Typography, Buildings and Historic Sites.

ENCYCLOPAEDIA OF THE ARTS

Herbert Read, Consulting Editor

With this book on art... a work of the publisher's and typographer's art in itself... you can celebrate more than the Christmas season—you can celebrate the creative achievements of man. Filled with the masterpieces of man's imagination, lavishly illustrated, crammed with facts, it belongs in every home, to enlighten and delight every reader.

A complete survey of Western culture from the early Greeks to today

From Homer to Handel... from an amphora by Exekias to a rare photograph of Boris Pasternak... from the stained glass of Canterbury to Marcel Marceau in mime costume... from an illustration by Kipling for his own *Just So Stories* to a picture of Marilyn Monroe in *Some Like It Hot*... from the sublime to the most op, pop and absurd... here are the art and artifacts of man. This is more than a history of art... it is a history of man, of what enchanted, amused, diverted and amazed man from the earliest time to today. For the student—it is a work of inestimable value and estimable usefulness, placing at his fingertips for instant use the most recondite knowledge. For the lover of art—it is a book to read through, browse through, check facts. It will be referred to as much for esthetic pleasures as for information. For the reader—it is a compendium of facts never before equalled... and a picture book of unsurpassed splendor.

Everybody will respond to the completeness of ENCYCLOPAEDIA OF THE ARTS.

10,250 entries...3,550 illustrations... 79 color plates

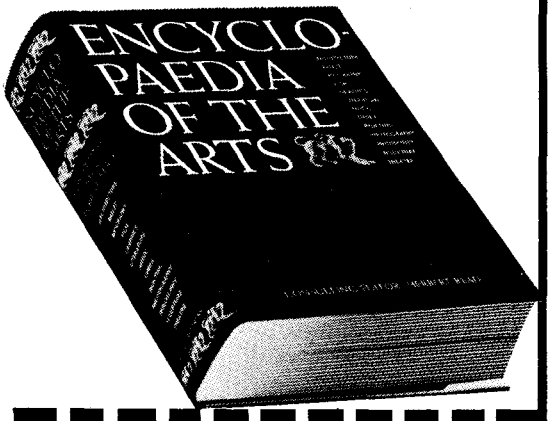
The book is magnificently illustrated in both black and white and full color, with photographs, paintings, drawings, portraits, line cuts and diagrams. Each illustration is an explanatory complement to the text—for instance, the entry about a painter carries a photograph of a representative work right beside it—contributing material for comparison and appreciation. Actually, every individual creator of importance, every style or movement, every tool, technique, genre or technical term and every major work of art is the subject of an article. There are entries on hundreds of subjects not found in the best general encyclopaedias!

The most comprehensive one-volume art reference ever ...sure to become a standard

This mammoth undertaking employs the talents of numerous authorities in a wide number of specialized studies. The editors have performed a remarkable feat of selection, compilation and coordination. They have adopted a system of cross-reference which packs the *maximum amount of information into* a single volume. Now you can own and give the fruit of thousands of years of man's endeavor, a reference masterpiece created by hundreds of experts, a beautiful book everyone will be eager to look into and to display for many years to come.

SPECIAL PRE-PUBLICATION OFFER— SAVE $5.05 IF YOU BUY BEFORE DECEMBER 31, 1966!

The actual price of ENCYCLOPAEDIA OF THE ARTS is $35.00. But if you purchase your copies before December 31, 1966, you pay only $29.95 on this special pre-publication offer. You may examine your copy of ENCYCLOPAEDIA OF THE ARTS for 10 days. If you do not find it to be the most complete art reference work available, return it and your money will be refunded. To take advantage of the money-saving, pre-publication offer fill in this coupon today.



To your bookseller or
MEREDITH PRESS
250 Park Avenue, New York 10017

I enclose check or money order for $29.95 for my copy of ENCYCLOPAEDIA OF THE ARTS. This is a special pre-publication price and saves me $5.05 off the regular price of the book. I may examine the book for 10 days and, if dissatisfied, return it in saleable condition and receive a refund.

NAME_____

ADDRESS_____

CITY_____ STATE_____ ZIP CODE_____

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Museum of Modern Art Christmas brochure

An illustrated 48-page brochure announcing new Christmas cards, constructions, books, reproductions and a wide selection of distinctive gifts from The Museum of Modern Art is now available. Cards and constructions reproduce favorite works by artists in the Museum Collection including Calder, Chagall and Klee. Others have been specially commissioned from young artists. They range from a print by Jasper Johns (5 cents) to Mon Levinson's silk-screen plexiglas construction with display stand and mailing envelope (limited edition at $1.95). Highlights are the 1967 Appointment Calendar containing photographs from the Museum's Collection, film posters, recent publications, and the Trova Kaleidoscope—an unusual version of a classic Christmas toy.

The Museum of Modern Art 66-2
5300 Grand Central Sta., N.Y. 10017

I enclose 25¢ for the 1966 Christmas brochure *(deductible from orders over $5.00)*

Name

Address

seedling prop?

A natural use for the now-famous BLACKWING Pencil stub, suggested by a gentle New York naturalist-versifier. She wrote, "I put my little BLACKWING stubs in flowerpots and start small plants beside them. Proving, to wit, that 'He who serves and gives his all,/Till care has worn him very small,/May find, just when his life seemed over,/A violet—or, at least, some clover.'"

Ah-h-h! Anyway, let us know how you'd use one of these little BLACKWING stubs, and we'll send you a full-length BLACKWING pencil free! (Writes delightfully smooth, exceptionally black, king-size adjustable eraser, too.) We'll also include the name of the stationer near you who sells BLACKWINGS. (You'll have to find your own flower-seedling seller, however!)

BLACKWING by EBERHARD FABER
CRESTWOOD, WILKES-BARRE, PENNSYLVANIA
TM REG U.S. PAT OFF AND OTHER COUNTRIES

Letters. Edited by Humphrey Searle. Harcourt, Brace & World. $4.95.

JEFFERSON DAVIS: Private Letters 1823-1889. Edited by Hudson Strode. Harcourt, Brace & World. $7.50.

JOHN WESLEY: His Puritan Heritage. By Robert C. Monk. Abingdon. $5.50.

A LAW UNTO THEMSELVES: Twelve Portraits. By C. Northcote Parkinson. Houghton Mifflin. $4.95.

THE MILLION DOLLAR GATE. By Jack Kearns. Macmillan. $6.95.

MON CHER PAPA: Franklin and the Ladies of Paris. By Claude-Anne Lopez. Yale Univ. Press. $7.50.

THEY SHALL NOT PASS: The Autobiography of La Pasionaria. By Dolores Ibarruri. International. $5.95.

THE UNKNOWN EDWIN MARKHAM: His Mystery and Its Significance. By Louis Filler. Antioch Press. $6.

VIRGIL THOMSON. By Virgil Thomson. Knopf. $7.95.

WHERE THE SEA BREAKS ITS BACK. By Corey Ford. Little, Brown. $5.95.

Poetry

COLERIDGE THE POET. By George Watson. Barnes & Noble. $4.

MOSTLY PEOPLE. By Jeannette Nichols. Rutgers Univ. Press. $4.

THE POETIC WORLD OF WILLIAM CARLOS WILLIAMS. By Alan Ostrom. Southern Illinois Univ. Press. $4.95.

Religion, Philosophy

DIDEROT'S SELECTED WRITINGS. Edited by Lester G. Crocker. Macmillan. $6.95.

EVOLUTION AND CHRISTIAN HOPE. By Ernst Benz. Doubleday. $4.95.

PHILOSOPHY OF RELIGION. By H. D. Lewis. Barnes & Noble. $2.50.

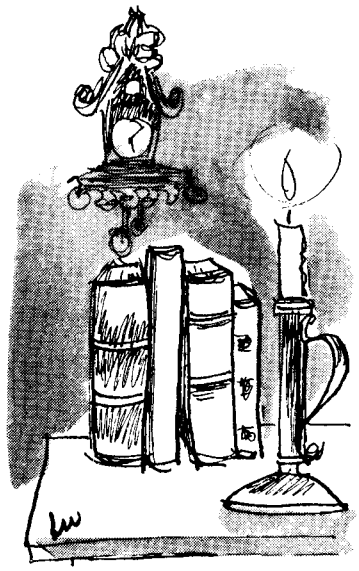
THE PILGRIM'S PROGRESS and Traditions in Puritan Meditation. By U. Milo Kaufmann. Yale Univ. Press. $6.50.

PREACHING AND PARISH RENEWAL. By Wallace E. Fisher. Abingdon. $4.

Sociology

THE MALE ATTITUDE. By Charles W. Ferguson. Little, Brown. $6.95.

—Compiled by NAID SOFIAN.



This is no so-so cooking rum.

(This is some gourmet rum)

Myers puts rich, zesty gourmet flavor into everything you cook. Try this great favorite to see what we mean: Black Bean laced with rum—follow soup directions, adding 1/2 oz. Myers Rum per can. Garnish with lemon slices.
Myers—the true Jamaican Rum. 84°

FREE BOOKLET — Full of exciting food and drink recipes using Myers Rum. Write GENERAL WINE & SPIRITS CO., Dept. SR1015, 375 Park Avenue, New York, N.Y.

WFF 'N PROOF

The GAME for THINKERS

Can you solve this problem?

1. There are three numbered statements in this box.
2. Two of these numbered statements are not true.
3. The average increase in I.Q. scores of those who learn to play WFF 'N PROOF is more than 20 points.

Is statement No. 3 true?

A NEW DIMENSION IN EDUCATIONAL GAMES

WFF 'N PROOF: The GAME of MODERN LOGIC $6.00 (plus $.50 postage and handling)

EQUATIONS: The GAME of CREATIVE MATHEMATICS $3.00 (plus $.50 postage and handling)

ON-SETS: The GAME of SET THEORY $4.00 (plus $.50 postage and handling)

by Professor Layman E. Allen

Box 71-KB WFF 'N PROOF New Haven, Conn.

Please send me ..... WFF 'N PROOF ..... ON-SETS ..... EQUATIONS
I enclose $ ..... and understand that if I am not completely satisfied, I can return the games in 10 days for a full refund of the purchase price.

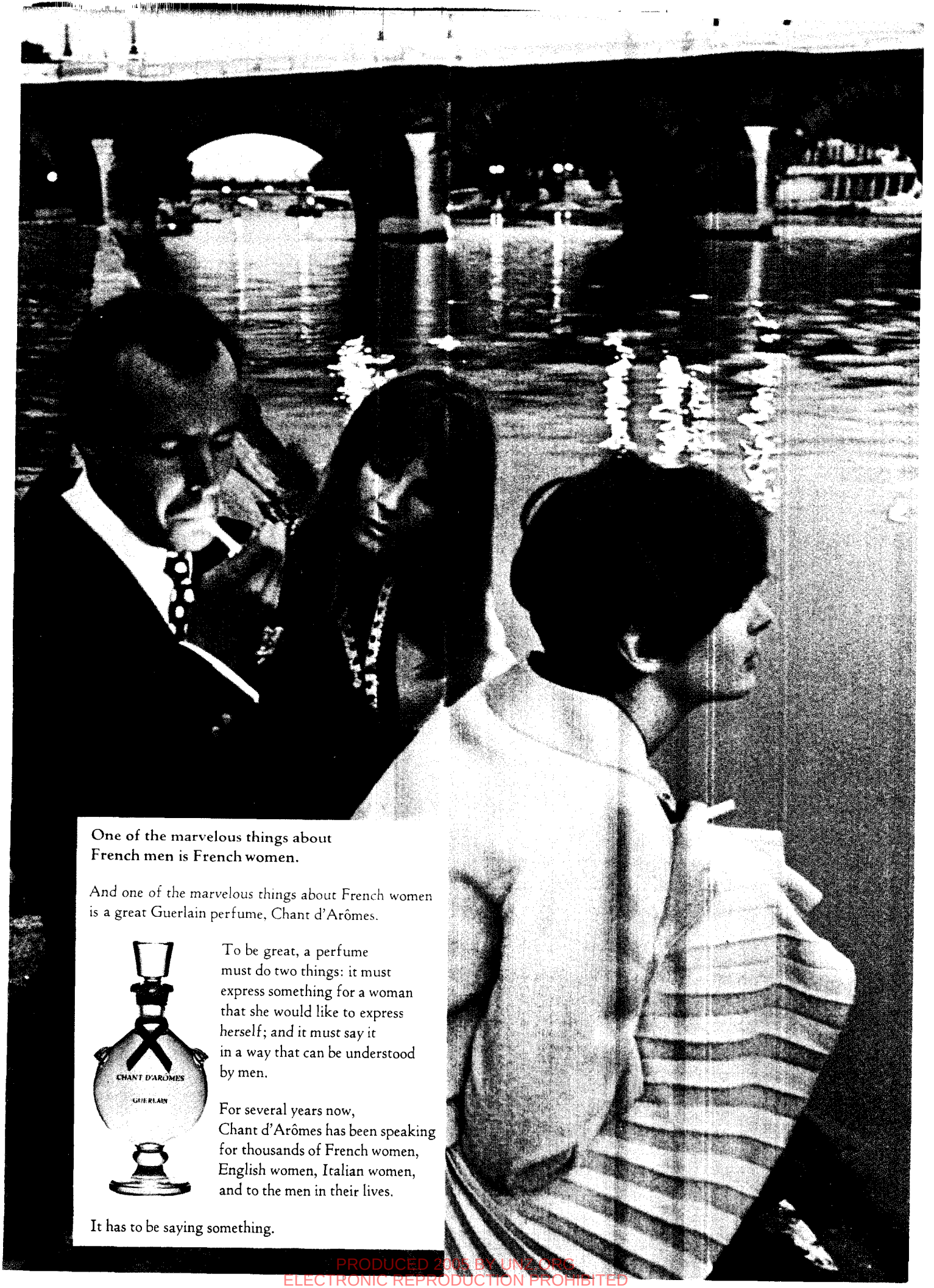
Name .....
Address .....
City ..... State ..... Zip .....

Refund and return privileges guaranteed!
Dealer Inquiries Invited

WFF 'N PROOF

WFF 'N PROOF WFF 'N PROOF WFF 'N PROOF WFF 'N PROOF WFF 'N PROOF WFF 'N PROOF

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



One of the marvelous things about French men is French women.

And one of the marvelous things about French women is a great Guerlain perfume, Chant d'Arômes.

To be great, a perfume must do two things: it must express something for a woman that she would like to express herself; and it must say it in a way that can be understood by men.

For several years now, Chant d'Arômes has been speaking for thousands of French women, English women, Italian women, and to the men in their lives.

It has to be saying something.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

"I never knew there were children who'd never been read to."

Project Head Start pinpoints the importance of preparing a child for his first awesome year at school. International Paper tells how reading can help.

PROJECT HEAD START is the toddler's zone in America's quest for a land of equality and opportunity.

Head Start volunteers report how startled they are to discover *thousands* of children like the little boy in our photograph. Children who are rarely read or spoken to.

Some children never ask why the sky is blue. Their curiosity lies dormant.

And when they do learn to read, they are usually years behind their classmates.

Project Head Start is a program that works with children who need to overcome the handicap of poverty. But youngsters from *any* background or neighborhood can benefit.

Here's how you can set up a Project Head Start in your own home to help prepare your child for reading.

Begin by talking to your child when he's still an infant. The sound of a human voice will help him develop his *own* talking skills faster. It's a fact that children who talk well usually become good readers.

Take time to read to your child. He will be flattered by your undivided attention. And he will be emotionally reassured.

When you read, let him *participate* by holding the book and looking at the pictures. And encourage questions. They broaden your child's horizons.

Talk to your child. Read to him. Encourage his curiosity. These three steps will help give him a head start at school—and prepare him for the joys of reading.

For free reprints of this advertisement, write: Box 213, International Paper, 220 East 42 Street, New York 10017.

"Send me a man who reads!"

A series by International Paper

International Paper makes all kinds of paper products. Everything from frozen-food cartons to printing papers.

I-P believes the most important thing ever done with paper is *putting words on it.*

This series is International Paper's contribution to the cause of *reading.*

INTERNATIONAL PAPER

© International Paper Company 1966
"Send me a man who reads!" is a registered trade mark of International Paper Company.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Saturday Review
October 15, 1966

Toward a Draft Without Guns

A Peace Corps official's case for making universal voluntary service part of the nation's educational system; how it would work; why it is essential.

By HARRIS WOFFORD

UNIVERSAL civilian service, wrote William James in 1910, "is only a question of blowing on the spark till the whole population gets incandescent . . . a question of time, of skillful propagandism, and of opinion-making men seizing historic opportunities." In 1966, with the U.S. Secretary of Defense and the U.N. Secretary General both making the same proposal, and with a special Presidential Commission considering it, new sparks are flying, opinion-making men are blowing, and a historic opportunity may be at hand.

On May 18, Secretary McNamara proposed that we move toward universal service "by asking every young person in the United States to give one or two years of service to his country—whether in one of the military services, in the Peace Corps, or in some other volunteer developmental work at home or abroad." Initially, this was read as a call for *compulsory* civilian service. But McNamara promptly explained that he meant universal *voluntary* service, that "asking" every young person did not mean "requiring."

Universal voluntary service seems to be a contradiction in terms—unless the day really is coming, as Secretary General U Thant recently prophesied, when people everywhere "will consider that one or two years of work for the cause of development either in a far-away country or in a depressed area of his own community is a normal part of one's education."

That day has come in Israel. At least two years of national service, in either regular military duty, land settlement, or basic literacy education and job training, are now a normal part of the education of every young man or woman. The national service law formally reflects the pioneering tradition created by three generations of practically universal volunteering. Learning-by-service is also now established as part of all higher education in Ethiopia. The Haile Selassie I University requires, as a condition for any degree, one year of teaching or other development service in a difficult area of the country, usually after the junior year in college. Ethiopia was responding in part to the spread of the volunteer service idea around the world, represented in Haile Selassie's Court by several hundred American volunteers, and by volunteers from Sweden, Britain, and Germany—three of some thirty countries now operating their own domestic or overseas Peace Corps.

IN developing countries, the need to mobilize voluntary labor, especially among educated young people, is imperative. In America, however, probably only McNamara could have rescued the idea of volunteer service from the political periphery to which it had been relegated by Vietnam. But it remains to be seen whether America—which, through the Peace Corps, has brought the idea of volunteering to world-wide attention—will now respond in turn to the Ethiopian innovation and the example of Israel.

Volunteering, according to de Tocqueville, was the animating spirit of nineteenth-century America. That spirit stirred again with John Kennedy. Will Lyndon Johnson now tap it on a much larger scale? Will the administration that established "escalate" as a word of war find ways to escalate volunteering for works of peace to a new level of practically universal participation?

In a little-noticed talk at the University of Kentucky last year, the President promised "to search for new ways" through which "every young American will have the opportunity—and feel the obligation—to give at least a few years of his or her life to the service of others in this nation and in the world." In signing the 1966 Peace Corps Act last month, he said that he hoped the search would "develop a manpower service program for young people which could work at every level to transform our society," and lead to the day "when some form of voluntary service . . . is as common in America as going to school." With the President's appointment of a special National Advisory Commission on Selective Service headed by Burke Marshall, and his listing of national service proposals as one of the items on which the Commission is to report in January, that "search for new ways" is now seriously under way.

Is there a real need for a universal service program involving 3,000,000 to 4,000,000 young people? Apparently *not* for their *military* service—or not for more than about 600,000 young men a year. Former President Eisenhower to the contrary notwithstanding, the Pentagon says it opposes universal military training. What, then, are the nation's needs for nonmilitary service by young volunteers? The President says that volunteers are required in "every area of national need," especially in teaching, alleviating poverty, and conservation.

TEACHING is one field where volunteers have already proved themselves. More than 10,000 Peace Corps volunteers, few of whom were professional teachers, have taught in classrooms overseas, contributing energy, hope, en-

Harris Wofford, a member of the task force that organized the Peace Corps, now is its associate director and chairman of its Education Task Force. He also has served as a special assistant to President John F. Kennedy and directed the Peace Corps' Ethiopian program. An associate professor, on leave, from the Notre Dame Law School, he also is co-author of the book *India Afire* (John Day, 1951).

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

thusiasm, perspective, and innovating spirit. The same contributions have been made at home by tens of thousands of volunteers in Project Head Start and in special remedial and enrichment programs of the War on Poverty.

But we have only begun to utilize volunteer teaching to meet our educational needs. Congress and communities all over the country are calling for the expansion of Project Head Start far beyond its present enrollment of 500,000 preschool children. Other new special-education programs of the Office of Economic Opportunity and the extensive proposals of the White House Conference on Civil Rights require massive numbers of volunteers. And now the National Education Association is urging that full-school-year public education be extended to four- and five-year-olds.

WHERE are the teachers to make such education possible for 5,000,000 additional students? With special training and supervision, hundreds of thousands of volunteers, supported by a Peace Corps-like subsistence allowance, could be the answer. To move toward universal early childhood education, we may need to move toward universal service.

These needs, present or predictable, increasing as our population mounts, could readily absorb the labor of all potential college volunteers. But college students account for only 30 per cent of the eighteen to twenty-one age group. Are there important needs that could be met by the civilian service of the non-college majority? If more than 2,000,000 young men and women turning eighteen this year but neither going to college nor entering the armed services are excluded, the program should be called "college and university student service," not "universal service."

Combat commanders prefer the nineteen to twenty age group, according to recent Defense Department testimony, and eight out of ten military volunteers are under twenty. Are there not also valuable civilian roles for volunteers of this age? If men are old enough to fight, they should be old enough to take on constructive peacetime assignments. Who is too tall to teach? Whose feet are too flat to be a tutor? Why shouldn't almost everyone be 1-A for national service?

The young men and women coming out of high school are themselves a major underdeveloped resource. They represent America's future. They need to be asked to give some kind of active national service. They need "to get the childishness knocked out of them, and to come back into society with healthier sympathies and soberer ideas," wrote James. They need to break the present lock-step system of continuous classroom education, says Father Theodore Hesburgh. They need to test themselves and discover unexpected strengths, says David Riesman. They need to cross cultural frontiers, experience the outside world, and become world citizens, says Mary Bunting.

Most observers of the first 10,000 returning Peace Corps volunteers found them more mature, curious, and serious, more interested in education, community development, and public service than most of their peers who stayed at home. The 4,000 who have returned to colleges and universities, mostly to graduate schools, remind professors of the GIs who came back from World War II. American education was never so alive or teaching so worthwhile and student spirit so high as in those brief years when the majority of men on campuses had served in dangerous or frustrating assignments around the world. Haile Selassie I University reports the same thing about its first seniors who have returned from a year's service in difficult provincial teaching assignments.

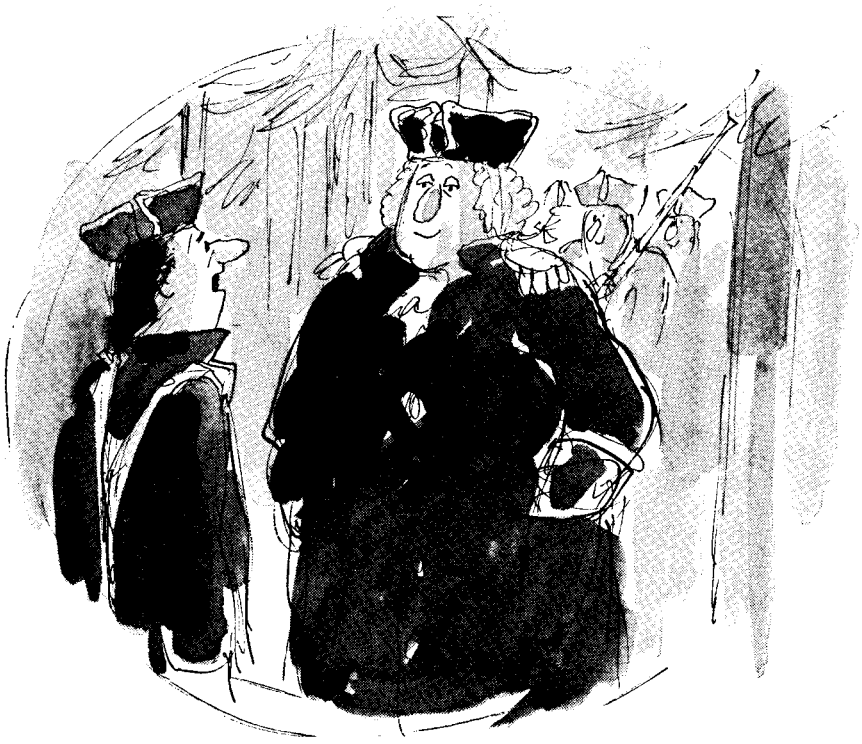
THE need for this kind of "experiential education" – learning-by-doing – is not limited to underdeveloped countries or to an elite group of American college students. The young men and women who don't go to college, or who wouldn't be selected by the Peace Corps, still need to discover the world, whether in a far-away country or a nearby slum; they need to develop their capacities for sympathy and citizenship; they need to be given the practical challenge of direct personal participation in teaching and community action. For their own growth the dropout from high school and the would-be Ph.D., the students from Harlem and from Scarsdale, need to come together as volunteers, to live and work, teach and learn together.

In fact, a winning strategy in the War on Poverty or in the struggle for integration must include programs that bring together young men and women of all races, regions, and classes, in radically new settings and assignments. If Negro and white, North and South, city and suburb can join in common volunteering, many of the next generation will free themselves of race prejudice and poverty. Their new perspectives, ambitions, and opportunities would make it difficult for them to sink back into apathy.

Israel is proving that this can be done. All young Israelis get an initial period of basic training. Those who come from backward communities, who do not know modern health practices and do not have any job skill, are given special training. Others go as volunteers to form new pioneer farm settlements. Others go into the regular armed forces. By drawing all of its young people into this intense educational experience, Israel is forging one nation; it is integrating not a tenth but half of its population.

How can this be done in America? Secretary McNamara has announced that the military intends to take into service and to give special training each year to 100,000 young men from "poverty-encrusted" backgrounds, who up to now would have been rejected.

How can nonmilitary programs follow suit so that the whole younger generation is involved? Probably not by drafting every young person and offering



"That was my dollar you threw across the Potomac, sir."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

alternative civilian service to those not choosing—or not required for—military service. Such a universal draft could be seen merely as the extension of the present ten years of compulsory education to eleven or twelve. But, though a Gallup poll published in July shows 72 per cent of the people favoring such compulsory universal service, there appears to be little political support for it.

Probably not by one great new National Service Corps, either. Although Marion K. Sanders gave a good case for this in the *New York Times Magazine* on August 7, most of the proponents of national service prefer some form of programed diversity. Instead of a centralized bureaucracy, they seek a scheme that would be based on and would further release the power of the independent sector in American life. This would fit both the American tradition of diversity and the anti-bureaucratic mood of the younger generation.

Among ideas that the President's Advisory Commission might consider are:

► *Volunteer Service Fellowships.* These fellowships would provide living allowances and possibly, later, educational assistance to volunteers from age sixteen and up who work in voluntary service programs, at home or abroad. Like the GI Bill of Rights, which enabled individual veterans to enroll in the college or university of their choice, this program would enable individuals to seek enrollment in a wide variety of volunteer efforts, both private and public. With such volunteers available, churches, civic organizations, students associations, colleges and universities, school boards, and new institutions set up for this purpose would be encouraged to design new volunteer projects.

► *Volunteer Service Summers.* Three-month programs would be designed for all Americans at the time they leave high school. Drawing on the experience of Outward Bound, the CCC camps, Peace Corps-VISTA training, and military basic training, they would bring together young people of all backgrounds; involve some actual service, whether in construction, conservation, or teaching; and through films, readings, discussions, and personal encounters present the wide range of volunteer opportunities open in the military, the Peace Corps, VISTA, and private programs.

► *A National Volunteer Registry.* Every American, while in high school, could be asked—but not compelled—to register in a nationally-run roster, which would then be kept up to date in later life. Registrants would record their interests, skills, volunteer experience, and available periods for service. Various volunteer agencies could use that information to recruit volunteers, sending news of relevant opportunities to the registrants at appropriate times.

► *Local Voluntary Service Boards.* These could be established by the President to work alongside the present Selective Service Boards. They could include civic leaders, representatives of voluntary service organizations, and former Peace Corps or VISTA volunteers. They would work in the community to provide information on volunteer service opportunities, both overseas and at home.

► *Academic Credit for Volunteer Service.* High schools, colleges, and universities could encourage students to enlist in voluntary nonmilitary programs or in the armed forces before or during their higher education. In admitting students, colleges and universities could give weight to such a period of service—or possibly even require it as a condition for admission. Or they could incorporate periods of service into their curriculum, a modification of the present "junior-year-abroad." Instead of study in Europe, students would work and learn in difficult assignments in developing areas at home or abroad, for a summer, a quarter, a semester, a year, or the regular two-year Peace Corps term. Antioch College has pioneered work-study programs, and two colleges—Western Michigan and Franconia—have introduced five-year "Peace Corps B.A.s," in which Peace Corps service is given approximately one year's academic credit. Graduate degree programs, especially for masters in teaching, agriculture, community development, and public health, could include periods of service.

In all of these proposed programs, special consideration will have to be given to designing opportunities for non-college high-school graduates or dropouts. William James's quaint list of duties for his "army enlisted against Nature" will not be very helpful. Our "gilded youths," he wrote, would go off "according to their choice" to "coal and iron mines, to freight trains, to fishing fleets in December, to dishwashing, clothes-washing, and window-washing, to road-building and tunnel-making, to foundries and stoke-holes, and to the frames of skyscrapers."

Neither Congress nor anybody else is going to finance the fishing fleets in December. There are, however, needs, not so exotic, which younger volunteers could help meet. One of them might even involve washing dishes and clothes. Millions of working mothers, especially in poverty-stricken families, desperately need some system of good day-care for their children. Volunteers just out of high school could be trained to provide this on assignments in homes or special day-care centers.

In many of the domestic programs for college students, high school graduates could serve as part of a team, or on their own. Arranging worthwhile assignments for the high school dropouts, the ones who fail the Army's minimal examinations, and especially those demoralized by slum living and racial discrimination,

(*Continued on page* 53)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Saturday Review

Editor: NORMAN COUSINS
Publisher: J. R. COMINSKY
Associate Editors: HARRISON SMITH, IRVING KOLODIN, HORACE SUTTON

Associate Publisher W. D. PATTERSON
Managing Editor RICHARD L. TOBIN
Science Editor JOHN LEAR
Poetry Editor JOHN CIARDI
Education Editor JAMES CASS
Production Manager PEARL S. SULLIVAN
Book Review Editor ROCHELLE GIRSON
General Editor HALLOWELL BOWSER
Feature Editor ALFRED BALK

Editors-at-Large
CLEVELAND AMORY • HARRISON BROWN • JOHN MASON BROWN
FRANK G. JENNINGS • JOSEPH WOOD KRUTCH • ELMO ROPER
THEODORE C. SORENSEN • PAUL WOODRING

Contributing Editors
HOLLIS ALPERT • ALICE DALGLIESH • HENRY HEWES
GRANVILLE HICKS • ARTHUR KNIGHT • KATHARINE KUH
MARTIN LEVIN • ROLLENE W. SAAL • ROBERT LEWIS SHAYON
MARGARET R. WEISS • JOHN T. WINTERICH

Money and Politics

"POLITICS," Will Rogers once observed, "has got so expensive it takes a lot of money even to get beat with."

Never was this more true than today. In 1860, Abraham Lincoln and three opponents spent an aggregate of $150,000 in the Presidential campaign. A century later, according to figures released by the Democratic and Republican National Committees, expenditures on behalf of John F. Kennedy and Richard M. Nixon totaled $20,000,000. Even allowing for inflationary dollars and a larger population, the disparity is overwhelming.

The costs of campaigns for other major offices are similarly out of hand. It is not uncommon, for example, for a major-party candidate for the U.S. Senate to spend at least $500,000. In the bitterly contested gubernatorial election in California four years ago, Governor Edmund G. Brown and Richard Nixon reportedly spent $1,500,000 each. Even more than this may be spent in this year's Brown-Reagan contest.

A few decades ago, a major statewide campaign might have required only a director, a few dozen local offices, and a modest budget for travel, advertising, and lapel buttons. Today, a campaign for the same office may entail, in addition to all these things—in greater quantity—a special staff (speech writers, travel and arrangements coordinators, advertising and publicity counsel), rented cars or a chartered plane, public opinion surveys, and a sizable budget for newspaper, billboard, radio-TV, and newspaper advertising, plus broadcast time for speeches.

Some of these facts are well known. Less well-known—and too little contemplated—are their implications.

One is that soon only wealthy men will be able to win high office. Most U.S. Presidents in this century have been at least moderately wealthy. Both principals in the 1964 Presidential election were men of means, and so were all of Barry Goldwater's principal challengers for the GOP nomination. Increasingly, candidates for Congress, Governor, and other principal state and local offices tend to fit the same pattern.

But even financially independent men do not finance major campaigns singlehandedly, and the more money a candidate must raise for campaigning the more he tends to be involuntarily beholden to an affluent minority of individuals or organizations. This is no imaginary danger. Of all Americans of voting age, the Survey Research Center of the University of Michigan has estimated, only 11.5 per cent assist political party organizations financially. And according to another study, two-thirds of both major parties' national campaign income from individual donors now comes in lumps of $500 or more.

President John F. Kennedy, himself one of the wealthiest men to occupy the White House, was seriously concerned about the high cost of political campaigns and its implications. "It is not healthy for the democratic process—or for the ethical standards in our government—to keep national candidates in [the present] condition of dependence," he said. For these reasons, early in his administration he appointed a Presidential Commission on Campaign Costs, headed by Chancellor Alexander Heard of Vanderbilt University, to study the problem and make proposals for reform.

The Commission considered changes as far-reaching as a British plan for requiring radio-TV networks and stations to provide free time for bona fide candidates—and an even more drastic proposal that the public completely subsidize major parties' campaign expenses up to a specified ceiling. In the end, it issued what it thought were twelve relatively moderate recommendations. Among them were mild restrictions on the present *laissez faire* role of special-interest groups in financing campaigns, and a proposal that Congress grant tax exemptions to individuals for up to $1,000 in political contributions each year.

No action has been taken on any of these ideas, however. Indeed, as President Kennedy observed, there is active opposition from many powerful lobbyists who now profit most from the situation because it is only their clients to whom candidates now may come for the larger and larger contributions that modern-day campaigns require.

Clearly, if there is to be any important improvement, the press and other opinion leaders must work together to create the necessary favorable climate. And those who believe in broad-based representative government must not only use their influence to bring about needed reforms, but must recognize their responsibility to contribute to the party and candidates of their choice.

(Contributions to the Republican National Committee should be mailed to it at 1625 I Street Northwest, Washington, D.C. 20006; contributions to the Democratic National Committee, to 1730 K Street Northwest, Washington, D.C. 20006.)

With this year's national election less than a month away, and candidates of all persuasions scrambling to raise money for last-minute drives, there is no better time to begin this effort than now.

—ALFRED BALK.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

LETTERS TO THE EDITOR

The New Left

EDWARD M. KEATING, in "The New Left: What Does It Mean?" [*SR*, Sept. 24], makes some telling points in his critique of the postwar policies of the United States, and of the assumptions which underlie these policies. Unfortunately, these points are likely to be obscured by Mr. Keating's unfair and untrue statements about political moderates.

According to Keating, only the extremists, right or left, on the American political scene are willing to deal with issues. This is nonsense. Keating himself tells us that Ronald Reagan won the California primary by "appealing to the base instincts of fear and hostility."

In fact, it is usually the moderates who make progress possible in our political system by painstakingly formulating compromises that are acceptable to contending groups.

JAMES E. MCGOVERN.

Arlington, Va.

EDWARD M. KEATING'S article is one of the most perceptive political writings we have seen for some time. If Americans can be led to look at life as the "New Left" does, there is a bright future ahead.

W. F. UNRUH.

North Newton, Kan.

MR. KEATING'S principal message is that "nonviolence" must supplant our foreign policy, which he claims is based solely on "naked force" to the exclusion of peaceful approaches such as effective economic assistance.

From my first-hand observation of the AID program in Latin America, I know that Keating is ignorant of the facts and that his charge is false. We are foremost among nations in this field for reasons which stem from our own humanitarian ideals. Where we have resorted to arms, as in Vietnam, we have done so with the knowledge that nonviolence in the face of aggression and terror does not serve humane ends.

CHARLES J. STEPHENS.

Edgartown, Mass.

I CAN ASSURE YOU that a great many members of the "New Left" do not share the stance of Mr. Keating, Robert Scheer, *et al.* Contrary to what Mr. Keating would have you believe, many if not most of the young members of the Left today are not ready to commit themselves uncritically to a position of trying to "radicalize" or "realign" the Democratic or Republican parties. Nor do we attempt merely "to work within it [the present system] by running for elective office."

Electoral action is in itself a valid form of political struggle, but to associate it exclusively with reform and the attempt to "force" Democratic politicians leftward is to entirely mistake the intent of a large portion of the New Left.

DAN RAPHAEL.

Tacoma, Wash.

"I know it's 'creativity time,' Miss Hadley, but I can't just turn it on and off like that."

For the Record

REGARDING THE COMMENTS about Richard M. Nixon's views reprinted from the Vancouver *Sun* [AS OTHERS SEE US, *SR*, Aug. 20], it is and has been his position that: a) No American foreign aid should go to any nation that trades with the Communist regime in North Vietnam while that regime is fielding an army against American troops in the South; b) there should be no American trade with any *shipping company* that participates in this trade with the Communist regime in Hanoi.

However, it is not and it has not been Mr. Nixon's position that *trade* should be cut off with nations involved in trading with Hanoi.

I trust that this letter will clear up any misunderstandings in this matter.

PATRICK J. BUCHANAN,
Aide to Mr. Nixon.

New York, N.Y.

Enterprise in Russia

MEYER LEVIN'S ARTICLE, "The $500 Misunderstanding" [BOOKED FOR TRAVEL, *SR*, Sept. 24], offers a glimpse of Russian life that we seldom see—the urge of private enterprise. I was especially interested to hear that a small army of Russian speculators would dare, openly, to attempt the purchase of American-made shoes, shirts, ballpoint pens, cameras, car-luggage racks, and even cars.

An American car is a conspicuous object, especially in Russia, and conditions must be greatly changed to tempt a Soviet citizen to dare own one, especially in view of the strict laws against such black-market items, and the severe penalties meted out for breaking these laws.

Perhaps those who say that human nature and time will change the Soviet policy are right.

PERLEY HENDERSON, JR.

Pittsburg, N.H.

FAO and the Army

R.L.T.'S VERY INTERESTING editorial ["Hyacinths, Coconuts, and the FAO," Sept. 17] on plagues and insects which destroy food crops neglected one of the most malignant destroyers. To the list of desert locust, water hyacinth, quelea quelea bird, and coconut disease you should add the name of the United States military forces ruthlessly engaged in chemical warfare in Vietnam.

Shouldn't this be a matter for the FAO's concern?

R. C. ADAMS.

Coopersburg, Pa.

The Fader Method

I WAS INTERESTED in your report on Dr. Daniel Fader's book, *Hooked on Books* [TRADE WINDS, June 25].

This summer, while working at Douglass College in New Brunswick, New Jersey, I had the opportunity to see his method in action. There was a REAP group on campus working with high-school students. Their goal was to stimulate an interest in reading and in academic matters. The main meeting room of this group contained wire racks filled with paperback books. On top of each rack was the inviting sign saying PLEASE TOUCH. As the summer progressed, these books were being more than just touched. Students could be seen sprawled on the lawns absorbed in their reading. These children, who were "not interested in books," were reading a couple of books a week!

LINDA MUTTERER.

New Brunswick, N.J.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Only the best writing is good enough for children

Understanding Others

ADOPTED JANE
by Helen F. Daringer; illustrated by Kate Seredy. An orphaned child finds a family in this moving story. Ages 8-12
$2.95 **A/B/D/G/H/I/J/L**

CHUCARO, WILD PONY OF THE PAMPA
by Francis Kalnay; illustrated by Julian de Miskey. A remarkable story set on an Argentinian ranch. Ages 8-12
$2.75 **A/B/J°/L/N/Q/S**

A FRIEND IS SOMEONE WHO LIKES YOU
by Joan Walsh Anglund. An unparalleled favorite with all ages, beguilingly told and pictured. All ages
$1.95 **A/B°/J/L**

ALL-AMERICAN
by John R. Tunis; illustrated by Hans Walleen. Problems of democracy in terms of school life. Ages 12 up
$3.50 **A/B°/C/D/E/F/H/I/J/L**

GIRL ON WITCHES' HILL
by Mildred Lawrence. A girl, new to New England, gradually accepts her very different life. Ages 14 up
$3.25 **A/J/L**

THE HUNDRED DRESSES
by Eleanor Estes; illustrated by Louis Slobodkin. How intolerance hurts a Polish girl in an American school is vividly portrayed. Ages 6-10
$3.50 **A/B°°/D/G/H/I/J**

LITTLE PEAR
by Eleanor Frances Lattimore. The story of a boy in prewar China, now a children's classic. Ages 7-10
$2.95 **A/B°°/D/G/H/I/J**

LOVE IS A SPECIAL WAY OF FEELING
by Joan Walsh Anglund. The ways in which we show and recognize love, written with deep feeling. All ages
$1.95 **A/B°/J°/K/L**

TWO IS A TEAM
by Lorraine and Jerrold Beim; illustrated by Ernest Crichlow. A Negro boy and a white boy work and play together. Ages 4-8
$2.75 **A/B°/D/G/H/J°°**

People, Places, and Ideas

ABE LINCOLN GROWS UP
by Carl Sandburg; illustrated by James Daugherty. Chapters on Lincoln's boyhood from *Abraham Lincoln: The Prairie Years.* Ages 12 up
$3.75 **A/B°°/C°°/E/F/H/I/J**

DEAR DRAGON ...and Other Useful Letter Forms for Young Ladies and Gentlemen
by Sesyle Joslin and Irene Haas. Beguiling introduction to letter writing. Ages 6 up $2.25 **A/B/J°/K/L**

PAGES, PICTURES, AND PRINT A Book in the Making
by Joanna Foster. The various stages from manuscript to hard-bound volume clearly described. Ages 10 up
$2.95 **A/B°/C/E/G/J°/K/L**

A TASTE OF CHAUCER Selections from *The Canterbury Tales*
edited by Anne Malcolmson; illustrated by Enrico Arno. Excellent verse translation with notes and glossary.
Ages 12 up $3.75 **A/J°°/L/S**

THERE IS A DRAGON IN MY BED And Other Useful Phrases in French and English
by Sesyle Joslin and Irene Haas. A dual-language picture book showing two children on a trip to Paris.
Ages 6 up $2.25 **A/B°/G/I/J°/L/S**

THIS IS YOUR CENTURY
by Geoffrey Trease; illustrated with photographs, drawings and maps. A history of the world in the 20th century.
Ages 14 up $6.95 **A/J°/K/L/Q**

Picture Books

A LITTLE HOUSE OF YOUR OWN
by Beatrice Schenk de Regniers and Irene Haas. Delightful drawings demonstrate a child's secret hiding places.
Ages 3-8 $2.25 **B/D/J/K/R**

APE IN A CAPE An Alphabet of Odd Animals
by Fritz Eichenberg. Simple nonsense rhymes for each letter of the alphabet.
Ages 4-8 $3.00 **A/B/H/I/J/L/S**

BABY ELEPHANT AND THE SECRET WISHES
by Sesyle Joslin and Leonard Weisgard. Baby Elephant has a merry time on Christmas Eve. Ages 4-8
$2.50 **A/B/J°/K/L**

DANCING IN THE MOON Counting Rhymes
by Fritz Eichenberg. The numbers up to twenty in amusing rhymes and pictures about animals. Ages 4-8
$3.25 **A/B/D/I/J/L/S**

FINDERS KEEPERS
by Will and Nicolas. Brilliant, humorous drawings and an original story about two dogs. Ages 5-9
$3.25 **A/B°/D/G/I/J°°/L/O**

FROG WENT A-COURTIN'
by John Langstaff and Feodor Rojankovsky. The American version of a well-known ballad, with rollicking pictures. Ages 4-8
$2.95 **A/B°°/D/H/I/J/L/O/Q/S**

I KNOW A LOT OF THINGS
by Ann and Paul Rand. A child's sense of wonder caught in imaginative prose and pictures. Ages 3-6
$3.50 **A/B/D/H/I/J°°/K**

THE LITTLE RED LIGHTHOUSE AND THE GREAT GRAY BRIDGE
by Hildegarde H. Swift and Lynd Ward. A story about a lighthouse near a New York City bridge. Ages 4-8
$3.25 **A/B/G/H/I/J**

MANY MOONS
by James Thurber and Louis Slobodkin. A humorous tale of a princess who wanted the moon. Ages 8-12
$3.50 **A/B°°/G/H/I/J°°/O**

PITSCHI
by Hans Fischer. An enchantingly illustrated story of a kitten who believes he can be anything. Ages 4-8
$4.95 **A/B°/G/H/I/J/K/L/S**

SEE AND SAY A Picture Book in 4 Languages
by Antonio Frasconi. Words and everyday phrases in English, Italian, French, and Spanish. Ages 4 up
$3.25 **A/B°/D/G/H/J/K/L/S**

THE SLEEPING BEAUTY
by the Brothers Grimm and Felix Hoffmann. The favorite old story of the princess who slept for a hundred years.
Ages 5-8 $3.95 **A/B°/I/J°°/L/S**

A WISH FOR LITTLE SISTER
by Jacqueline Ayer. A glowing portrait of a small girl in Bangkok. Ages 5-9
$2.95 **A/B/J°/K/L**

High Adventure

THE BOUNDARY RIDERS
by Joan Phipson; illustrated by Margaret Horder. Three children get lost in the Australian "outback" country.
Ages 9-12 $3.00 **A/B/J°/K/L**

GUNS IN THE HEATHER
by Lockhart Amerman. A fast-moving tale of espionage set in the Highlands.
Ages 12 up $3.25 **A/J°/L/S**

THE LONE HUNT
by William O. Steele; illustrated by Paul Galdone. An unforgettable story of Tennessee in pioneer days. Ages 8-12
$2.95 **A/B°/D/E/I/J°/K/L**

STAR MAN'S SON: 2250 A.D.
by Andre Norton; illustrated by Nicolas Mordvinoff. Superior science-fiction. Ages 14 up $3.25 **C/E/H/I/J/L**

RED HORSE HILL
by Stephen W. Meader; illustrated by Lee Townsend. A stirring story of a boy and a roan colt. Ages 12 up
$3.50 **A/B°/C/D/E/H/J**

WINTER DANGER
by William O. Steele; illustrated by Paul Galdone. Frontier life in the 1700's vividly portrayed. Ages 8-12
$3.00 **A/B/C/D/E/G/H/I/J/K/L/Q**

Folk and Fairy Tales, Tall Tales and Legends

ALPHONSE, THAT BEARDED ONE
by Natalie Savage Carlson; illustrated by Nicolas Mordvinoff. An hilarious tale from French Canada about an unusual bear. Ages 6-10
$2.95 **A/B/D/G/H/I/J/K/L/Q/S**

DAVY CROCKETT
by Constance Rourke; illustrated by James MacDonald. A biography with new facts and legends. Ages 12 up
$3.25 **A/B°/C/D/E/F/H/I/J**

DAVY CROCKETT'S EARTHQUAKE
by William O. Steele; illustrated by Nicolas Mordvinoff. A tall tale of Davy Crockett's bear-hunting expedition to Tennessee. Ages 6-10
$2.50 **A/B/G/I/J/K/L/R**

FAIRY TALES
by E. E. Cummings; illustrated by John Eaton. Four beautiful, humorous, tender stories. Ages 5 up $4.50 **J/L**

THE DAY THE COW SNEEZED
by James Flora. A rollicking, zany story to delight young readers. Ages 6-9
$3.50 **A/B/J/L**

THE KING'S DRUM and Other African Stories
by Harold Courlander; illustrated by Enrico Arno. Twenty-nine folk tales from many regions of Africa. Ages 8-12
$3.00 **A/B°/J°/L**

PAUL BUNYAN
by Esther Shephard; illustrated by Rockwell Kent. Tales of the gigantic lumberjack, vigorously pictured. Ages 12 up $4.50 **A/B°°/C°/D/E/H/I/J**

ROOTABAGA STORIES
by Carl Sandburg; illustrated by Maud and Miska Petersham. An omnibus volume, including *Rootabaga Stories* and *Rootabaga Pigeons.* Ages 8-12
$4.50 **A/B°/H/I/J**

TIKTA'LIKTAK An Eskimo Legend
by James Houston. The legendary adventures of a young Eskimo hunter.
Ages 7-11 $2.95 **A/J/L/T**

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Among the thousands of books published each year, a few survive the test of time and are read and reread by new generations with delight and profit. Here are some of the books published by Harcourt, Brace & World that have achieved this status. Recommended by the professional reviewing groups listed below, the titles on this list are valuable suggestions for parents, teachers, librarians who would like to offer their children good writing to nourish and enrich young minds and hearts.

KEY TO RECOMMENDATIONS

A—*The Booklist and Subscription Books Bulletin*, American Library Association
B—*Children's Catalog*, H. W. Wilson
C—*Standard Catalog for High School Libraries*, H. W. Wilson
D—*A Basic Book Collection for Elementary Grades*, American Library Association
E—*A Basic Book Collection for Junior High Schools*, American Library Association
F—*A Basic Book Collection for High Schools*, American Library Association
G—*Subject Index to Books for Primary Grades; Subject Index to Books for Intermediate Grades*, American Library Association
H—National Council of Teachers of English: Primary, *Books for Beginning Readers;* Elementary, *Adventuring with Books;* Junior High, *Your Reading;* Senior High, *Books for You*
I—*Books for the Elementary School Library*, Catholic librarians of New York State; *The Catholic Booklist*, Catholic Library Association
J—*Library Journal* (including *School Library Journal*)
K—*Bulletin of the Center for Children's Books*
L—*Horn Book*
M—Newbery Medal
N—Newbery Medal runner-up
O—Caldecott Medal
P—Caldecott Medal runner-up
Q—*N.Y. Herald Tribune* Spring Book Festival Award
R—*N.Y. Herald Tribune* Spring Book Festival Honor Book
S—American Library Association Notable Book
T—Canadian Library Association's Book of the Year for Children Medal
U—Thomas Alva Edison Foundation Award

°especially recommended °°doubly recommended

ZEEE
by Elizabeth Enright; illustrated by Irene Haas. A tiny fairy finds a real friend and a permanent home.
Ages 6-10 $3.50 J/K/L

Science

ALL KINDS OF TIME
by Harry Behn. A picture book about clocks, time, and the seasons. Ages 5-9
$3.00 A/B°/H/J/L

COMMUNICATION: FROM CAVE WRITING TO TELEVISION
by Julie Forsyth Batchelor; illustrated by C. D. Batchelor. A history of communication, with instructions for simple experiments. Ages 9-12 $2.75
A/B°/D/G/H/I/J°/L

LIFELINE
The Story of Your Circulatory System
by Leo Schneider; illustrated by Jere Donovan. The story of blood and all its functions. Ages 10-14
$2.95 A/B/C°/D/E/G/J°/K/L

PLANTS
A Guide to Plant Hobbies
by Herbert S. Zim; illustrated by John W. Brainerd. For the amateur with simple equipment. Ages 14 up
$4.75 A/B/C°/D/E/F/J

SCIENCE IN YOUR OWN BACK YARD
by Elizabeth K. Cooper. Easy scientific experiments and observations for city or country children. Ages 10-14
$3.00 A/B°/C/E/G/H/I/J°/K/L/U

THE STARS FOR SAM
by W. Maxwell Reed; edited by Paul F. Brandwein; illustrated with photographs and drawings. A revised edition of the classic account of the universe.
Ages 12 up $4.50 A/B°/C°/J°°/K

TURTLES
by Wilfrid S. Bronson. A science-picture book by a well-known naturalist.
Ages 4-8 $2.75 A/B°°/C/D/G/H/J

WHAT MAKES THE WHEELS GO ROUND
by Edward G. Huey; illustrated by Elmer Loemker. A simple introduction to physics. Ages 10-14
$3.00 A/B/C/D/E/G/J

THE WONDERS OF SEEDS
by Alfred Stefferud; illustrated by Shirley Briggs. How seeds sprout, grow, flower, and bear fruit. Ages 10-14
$2.75 A/B/C/D/G/I/J°/K/L

Family Stories

"B" IS FOR BETSY
by Carolyn Haywood. The popular and easy-to-read story of Betsy's first year at school. Ages 6-10
$3.50 A/B°°/D/G/H/I/J

GINGER PYE
by Eleanor Estes. About two children and their dog, written with tenderness and humor. Ages 8-12
$3.75 A/B°/D/G/I/J°°/K/L/M/Q

GONE-AWAY LAKE
by Elizabeth Enright; illustrated by Beth and Joe Krush. A vacation of glorious exploration in an abandoned summer colony. Ages 8-12 $3.50
A/B°/D/G/H/I/J°°/K/L/N/Q/S

MIRACLES ON MAPLE HILL
by Virginia Sorensen; illustrated by Beth and Joe Krush. A distinguished book about a family reunited after World War II. Ages 9-12
$2.95 A/B°°/D/H/I/J/K/L/M/S

THE MOFFATS
by Eleanor Estes; illustrated by Louis Slobodkin. A classic family story full of love and laughter. Ages 8-12
$3.25 A/B°°/D/G/H/I/J°°

TERRIBLE, HORRIBLE EDIE
by E. C. Spykman. An uproarious, perceptive story set in New England in the early 1900's. Ages 10-14
$3.25 A/B/J/L/S

THE ARK
by Margot Benary-Isbert; translated by Richard and Clara Winston. A beautiful, moving account of a family in Germany after the war. Ages 12 up $3.25
A/B°°/C/D/E/F/H/I/J/L/Q/S

Fantasy

THE BORROWERS
by Mary Norton; illustrated by Beth and Joe Krush. The memorable adventures of a tiny people in the world of humans. Ages 8 up
$3.25 A/B°°/D/G/H/I/J°°/L/S

THE CHILDREN OF GREEN KNOWE
by L. M. Boston; illustrated by Peter Boston. An enchanting story in which a modern boy meets children of long ago. Ages 9-12
$2.75 A/B°/G/I/J°/K/L/S

THE GAMMAGE CUP
by Carol Kendall; illustrated by Erik Blegvad. Original, highly humorous fantasy about the Land Between the Mountains. Ages 9-12
$3.25 A/B°/J°/K/L/N/S

HALF MAGIC
by Edward Eager; illustrated by N. M. Bodecker. A coin turns a summer into magical adventure for four children.
Ages 8-12 $2.95 A/B/H/I/J°°/K/L/R

THE LITTLE PRINCE
by Antoine de Saint-Exupéry; translated by Katherine Woods. With exquisite imagery, a poet's vision of life is shared. Ages 8-12
$3.75 A/B°/C°°/H/I/J

MARY POPPINS
by P. L. Travers; illustrated by Mary Shepard. Delightful nonsense, full of wisdom, that defies age boundaries.
All ages $3.50 A/B°°/C/D/H/I/J

TATSINDA
by Elizabeth Enright; illustrated by Irene Haas. An original fairy story of great beauty and excitement.
Ages 7-12 $3.50 A/B°°/J°°/L/R/S

THE SUMMER BIRDS
by Penelope Farmer; illustrated by James J. Spanfeller. Rare characterization and great originality mark this story, set in England. Ages 9-12
$2.95 A/B/J°/K/L/S

Poetry

CRICKET SONGS
Japanese Haiku
translated by Harry Behn; illustrations by Sesshu and other Japanese masters. A collection of 85 Japanese three-line poems about nature. All ages
$2.50 A/B°/J°°/K/S

THE LITTLE HILL
by Harry Behn. 30 poems about events and activities familiar to children.
Ages 6 up $3.00 A/B/H/I/J/L

THE MAGIC CIRCLE
Stories and People in Poetry
edited by Louis Untermeyer; illustrated by Beth and Joe Krush. 106 poems selected for their narrative quality.
Ages 12 up
$3.00 A/B/C/D/E/F/H/I/J°°

WHISPERS
And Other Poems
by Myra Cohn Livingston; illustrated by Jacqueline Chwast. Verses filled with laughter, gaiety, and tenderness.
Ages 5-9 $2.25 A/I/J°/R

WIND SONG
by Carl Sandburg; illustrated by William A. Smith. A selection of Carl Sandburg's poems suited for children.
Ages 10 up $3.00 A/B/C/H/I/J°°/L

Write for a complete free catalog of children's books, Dept. B,
Harcourt, Brace & World, Inc., 757 Third Avenue, New York, New York 10017

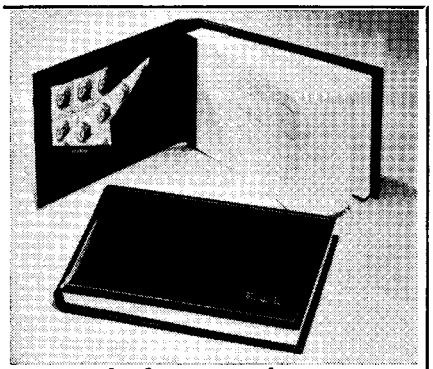
HARCOURT, BRACE & WORLD

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Cassell's
the foremost name in foreign language dictionaries

Also available in
German
Spanish
Latin
Italian

Each $7.50, thumb-indexed $8.50
at all bookstores
FUNK & WAGNALLS
A Division of Reader's Digest Books, Inc.
360 Lexington Ave., New York 10017



Pad-of-Postcards Case
Perforated pad of 50 postcards is kept clean and unbent in a practical, handsome gold-tooled leather case which slips easily into bag or purse. Special pocket for stamps. Black, red, or turf. Gift-boxed. **$5.99**
(Add 90¢ for 3 Gold initials)
2 Refill Pads $1.79
(Add 29¢ Pstg.) (N.Y. State res. add 2% sales tax)
HERE'S HOW CO., INC. Dept. SR-15 59 Tec St., Hicksville, N.Y. 11801

GOOD USED BOOKS
Wide variety of fields, intelligent selection. Librarians buy regularly: you can too! Lists are free; drop a card to
EDITIONS, Desk SR, Hempstead, N.Y.

"Hawaii" Number 1

SO CRITICAL has the star shortage become in Hollywood that it was presumably not possible to find three American natives to play the principal Yankee roles in *Hawaii*, a three-hour movie divided into two unequal parts, with an intermission between. But, playing the game of producer for a moment, who *is* there of prominence suitable enough for $12,500,000 worth of large-screen movie epic? Ann-Margret for Jerusha Bromley Hale? Rock Hudson for the Reverend Abner Hale?

Obviously, producer Walter Mirisch and director George Roy Hill had to seek elsewhere for their important players, and they have come up with Julie Andrews and Richard Harris, both British, and Max Von Sydow, a Swede, with the result that, capable as these players are, their accents don't exactly match their roles. This bothered me; it may not bother others; and I suppose when the film is dubbed into other languages all will even out.

There are, however, other problems with *Hawaii*. In spite of the fact that only a small part of the novel's large and sprawling story is covered on the screen, the movie becomes burdensome after awhile. This is due to the nature of the hero, Mr. Von Sydow's Abner Hale, who is a less-than-charming bigot from beginning to end, and who, when faced with the local customs of the natives of the island he invaded without prior invitation, invariably behaves with rigid predictability. He's not only against them; he continually invites the wrath of his singularly narrow-minded God upon those who don't conform to what the reverend considers to be His precepts. After awhile you're all on the side of the natives. Not only that, the reverend soon drives his sweet, loyal wife (Miss Andrews) to sickness, despair, and death. A strange hero, indeed, especially when Richard Harris, as a rugged whaler and trader, knocks him off his feet every time he meets him.

Evidently, Dalton Trumbo, the screenwriter (who rewrote an earlier draft by Daniel Taradash, prepared for Fred Zinneman), had the estimable aim of providing a truthful picture of the early conquest of Hawaii by the missionaries and the traders. He forthrightly brings up the subject of incest, a marital practice indulged in by early ruling families of the islands, and shows how the Westerners brought their diseases with them, with the eventual decimation of much of the local population. Nevertheless, his Reverend Hale is a bore, and every time things show signs of getting lively, along he comes to break it up. Somewhere along the line the story structure got misshaped. Nor does George Roy Hill take full advantage of the pictorial possibilities of the subject. Views of the splendors of the islands and the native ceremonies are scanted in favor of the reverend's fulminations.

United Artists, the producing firm, will be watching the box-office reaction to *Hawaii* carefully. It still owns the remainder of the best seller, and the firm contemplates one or two film sequels. This section, by the way, smashes the nudity barrier in Hollywood films. Several of the native lasses are shown with bare breasts, a somewhat timid step toward liberalism since the ladies have brown skins and not white. Brown bosoms were never taboo, really. And, anyway, these are hastily covered up by the shocked reverend.

NOT a total success, either, is the film version of *A Funny Thing Happened On the Way to the Forum*. The stage production was a rowdy, seamy, joyous affair, and while much of the rowdiness and seaminess are retained, some of the joyousness is missing. This is hard to account for, in view of the retention of Zero Mostel and Jack Gilford from the original cast, and since the director, Richard Lester, was allowed every liberty in whipping up hilarity for the screen. Perhaps he was allowed too much liberty. He appears to have been obsessed with the need to keep things moving; which is to say he has attempted to make the comic musical *cinematic*.

Today's chic way of being cinematic is to insert some sort of wild, insane chase episode reminiscent of silent classic comedy. Thus, Lester spends far too much time on an idiotic chariot race, or chase. He has the late, and lamented, Buster Keaton running around and around the Roman hills. It just isn't funny. On the other hand, some of the stage business provided by Mostel and Gilford seems *too* broad for screen requirements. Luckily, a good deal does remain from the original to spice up the film. Phil Silvers is on hand as a conniving whoremaster, the girls are attractive, and the comic corruption on all levels of Roman society is a welcome corrective to those noble Romans who have infested movies for generations.

—HOLLIS ALPERT.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Books

SR SR SR SR SR SR SR SR SR SR SR SR SR

LITERARY HORIZONS

A New Look at Three Lives

ERNEST HEMINGWAY continues to fascinate a lot of people, and quantities of books have been written about him, though nowhere near so many as about William Faulkner. Constance Cappel Montgomery has made a microscopic study of a little piece of his life, and in *Hemingway in Michigan* (Fleet, $5.95) she presents some new and in part interesting material. Hemingway's parents had a vacation cottage in northern Michigan, and he spent many summers there as a boy. Moreover, it was there he went to recover from his wounds after the war; and in the fall and winter of 1919-20 he lived in a boarding house in Petoskey, learning how to write. On September 3, 1921, he was married to Hadley Richardson in the Methodist Church of Horton Bay, and the honeymoon was spent in the Hemingways' summer home.

Although the book is padded with information about the history of the region and other not altogether relevant material, it is worth reading. Mrs. Montgomery found a surprising number of people in the area who remembered the Hemingways from forty years back, and, though their stories often conflicted, we can draw from their recollections some impression of the writer as a young man. She also has some documents not hitherto used in books about Hemingway, including three stories about Michigan that he wrote for the Oak Park High School paper when he was a junior.

It has always been taken for granted that the Nick Adams stories are fundamentally autobiographical, but Mrs. Montgomery has identified places and people with surprising precision. She also points out that *The Torrents of Spring*, which is primarily a nasty satire of Sherwood Anderson, derives its landscape and perhaps some of its characters from the winter Hemingway spent in Petoskey.

We all know a lot about Hemingway's life, but Arnold Bennett (1867-1931) is almost a forgotten figure, although in his own day he had quite a reputation as novelist, dramatist, and man-about-town. As Dudley Barker, an experienced novelist and biographer, tells the story in *Writer by Trade* (Atheneum, $6.50), Bennett had a strange career. Born in a poor family in the English Midlands county of Staffordshire, handicapped by a domineering father and a bad stammer, as shy as he was ambitious, Bennett was twenty-eight when he began his first novel. By this time he knew what he wanted – money *and* fame, money coming first. He published fifteen novels, not all bad but none really good, and wrote a number of trashy serials, before he undertook a work to which he was resolved to devote all his resources and on which he counted for reputation—*The Old Wives' Tale* (1908). The novel had a great success, particularly in the United States, and from this time on his literary standing was secure. He also began to take in large sums of money, though never quite so much as he thought he needed.

Bennett was in many ways a puzzling person. He seems, as Barker says, to have been retarded in his sexual development. Although Barker sees no indications of homosexuality, Bennett was afraid of women. He married, as he had announced that he would, at forty, and married unwisely. He was more interested in his yacht, and certainly in his work, than he was in his wife, and she was not happy about this. Much later, after he and his wife had separated, he had an affair with a younger woman, to whom he was married in all but name, and she bore him his first child when he was sixty. Meanwhile he was hobnobbing with the great in the arts, politics, and society, and was working harder and harder to keep up with his extravagances.

Barker has written about Bennett with sympathy and humor. He does not laugh at the man, but he does smile now and then. In telling about the beginning of Bennett's relationship with Marguerite, whom he was to marry, Barker writes: "Shortly afterwards he suffered one of his severe attacks of stomach colic. He put it down to an ill-judged *choux farcie*. He was in acute pain and needed cold compresses placed on his stomach. While he was in this distress, Marguerite arrived at the flat in the Rue d'Aumale. She set to at once to nurse him, remaining by his bedside all day, and then all night, sleeping on a couch. She became his mistress – though whether on the night of the cold compresses, or later, is not quite clear."

As far as literary judgments are concerned, Barker is careful not to claim too much for the minor works, and he comments justly on the major ones, such as *The Old Wives' Tale*, *Clayhanger*, *Riceyman Steps*, and *Imperial Palace*. He does say, apropos of Virginia Woolf's once famous attack on Bennett: "When the main stream of the English novel through the first half of the twentieth century comes in due time to be examined, it may well be found that Bennett added to its flow quite as much as Lawrence, say, or Forster—and perhaps a good deal more than Virginia Woolf." Although I doubt that, I do believe that Bennett's reputation is likely to be revised upward, and I believe that Barker's pleasant, gentle, perceptive book will contribute to the process.

The reputation of Sherwood Anderson (1876-1941) has had more than

14 Check List of the Week's New Books
27 "Hemingway in Michigan," by Constance Cappel Montgomery; "Writer by Trade," by Dudley Barker; "The Achievement of Sherwood Anderson," edited by Ray Lewis White
28 Letters to the Book Review Editor
29 Poetry Quarterly, by Dan Jaffe
32 "The Age of Keynes," by Robert Lekachman
34 "The Dynamics of Modernization," by C. E. Black
37 "America in the Market Place," by Paul H. Douglas
38 "A Man of His Time," by Phyllis Bentley
38 "The Origin of the Brunists," by Robert Coover
40 "The Heat of the Sun," by Sean O'Faolain
41 "The Playboy Book of Science Fiction and Fantasy"
42 "The New Bohemia," by John Gruen
44 "Pop Goes America," by William K. Zinsser
45 "History of Sacerdotal Celibacy in the Christian Church," by Henry Charles Lea

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

the usual fluctuations. With the publication of *Winesburg, Ohio* in 1919 he was acclaimed as a major literary figure, but soon a reaction set in, symbolized by Hemingway's *Torrents of Spring*, and much of Anderson's work in the late Twenties and Thirties did little to encourage his admirers. His reputation, however, has refused to stay buried. If much that he wrote may as well be forgotten, there is a body of writing—*Winesburg*, many of the short stories, parts of other works—that is still vital. No one is likely to deny that he was of great importance in the history of American literature, influencing Hemingway, Faulkner, Wolfe, Steinbeck, Henry Miller, and others; but what has been denied is that any of his work has enduring literary significance. That position, I believe, becomes less and less tenable.

The Achievement of Sherwood Anderson (University of North Carolina Press, $7.50), edited by Ray Lewis White, contains a score of essays that help us to understand what this man meant to his contemporaries and what he means today. The book begins with Waldo Frank's review of Anderson's first novel, *Windy McPherson's Son*, boldly entitled "Emerging Greatness." There are several discussions of *Winesburg*, from various points of view, and there are essays on Anderson's political, literary, and psychological theories. Lionel Trilling states the case against Anderson, and Malcolm Cowley, Frederick Hoffman, and others speak in the affirmative. All in all, it is a useful book.

—Granville Hicks.

FRASER YOUNG'S LITERARY CRYPT No. 1210

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 1210 will be found in the next issue.

I QNIZ OAPIJ OAEXQ CN QUW-

LXNIWNQ IK RAET WSAEKUJB

UZ WSN ONTN HAJWHUAEW

AZ UK. —WKNJQISX

Answer to Literary Crypt No. 1209

A wise man knows everything; a shrewd one, everybody.

—Anonymous.

LETTERS TO THE Book Review Editor

No Chorine

Arthur Knight's review of Anita Loos's *A Girl Like I* [*SR*, Sept. 24] states: "Minor inaccuracies stud the manuscript—Biograph Studio instead of Mutual, Gershwin's *Embraceable You* instead of *Love Walked In* . . ." If I may correct Mr. Knight's correction, the song indicated should be *Love Is Here to Stay* not *Love Walked In.*

But much more grievous: Miss Loos's editor should have checked on a sentence (p. 211) which has Marion Davies taking a job "in the chorus of *Lady, Be Good*, a musical revue running at the Liberty Theatre on West 44th Street." Because: 1. *Lady, Be Good*, which opened Dec. 1, 1924, was a musical comedy, not a revue; 2. the Liberty Theatre was on West 42nd Street, not 44th; 3. Miss Davies never graced the chorus line of *Lady, Be Good*. By 1924 Miss Davies was a movie star in Hollywood, and I'm pretty sure the revue Miss Loos had in mind was the Ziegfeld-Dillingham production *Miss 1917* at the Century Theatre. (I remember *Miss 1917* well since my brother was rehearsal pianist for sixteen weeks [no limitation on rehearsal time in the times before Equity] and I was able to sneak in for a couple of sessions.) So *A Girl Like I*, in making a chorus girl of Miss Davies in 1924, is unfortunately being unfair to a girl like she.

Ira Gershwin.

Beverly Hills, Calif.

Loose Talk

Arthur Knight notes with approval Anita Loos's portrait of Alexander Woollcott as a "pansy" (Mr. Knight's word). As Mr. Knight knows, Mr. Woollcott is dead and unable to defend himself. He died, I believe—this "pansy"—during a Town Hall broadcast in 1940 or '41 when he was trying to rouse the American public to the dangers of Fascism.

Leo Skir.

New York, N.Y.

How the Chinese Feel

I have just read Emily Hahn's review of *A Mortal Flower*, by Han Suyin [*SR*, Sept. 24]. . . . At a time when Americans have an appalling need of information about China and its history, and the Chinese people, and when a woman of Miss Suyin's intelligence and knowledge can, at least, tell us something of how the Chinese feel, and have felt, for many years, I feel this is a very poor, condescending, and petty review. Nine years in China as a "foreigner" do not constitute an authority on China. . . .

I would advise readers not only to read Han Suyin, "lumps" and all, but Felix Greene's *Curtain of Ignorance*, and other recent books on China by the fortunate people who can visit there and see for themselves. I would also recommend *Peking Picnic*, by Ann Bridge, a Berkeley Medallion paperback. It gives a Britisher's view of Peking in the early Thirties, and a devastating view of American visitors and doings of the time. I know Miss Hahn has written some books with a China setting, but I can't remember the names and I never read any of them.

Marion M. Nilson.

Casper, Wyo.

No Eclipse for Capek

For a long time I have considered it regrettable that it is only on rare occasions that any information on literary life in Eastern Europe appears in European Literary Scene.

It seems even more regrettable that it should be as erroneous and misleading as Robert J. Clements's note on Karel Capek [*SR*, Aug. 6], which gives the impression that until recently this writer's books have been in obscurity in his own country. Although it is true that they were seldom reprinted during a short period around 1950, since the early Fifties his prose and dramatic works have been published regularly and if there has been anything astronomical about them, it is the size of the printings.

I don't know what Mrs. Olga Scheinpflugová (Capek's widow and herself a successful writer and outstanding actress) told Jas Gavronski, but there must have been some misunderstanding either on his part or Mr. Clements's. This, of course, is liable to happen if an *American* magazine has to rely for information on *Czech* literature on *Italian* sources.

Incidentally, Karel Capek did not die "during the Nazi occupation of Prague," which took place on March 15, 1939, but shortly after Munich in 1938.

Igor Hajek.

Prague, Czechoslovakia

Mr. Hajek must not often see European Literary Scene, for since its inception in August 1964 it has dedicated one-fifth of its reporting to the USSR or the satellite republics.

I got to Czechoslovakia last summer, but did not feel called upon to interview Mrs. Capek and verify her remarks to Mr. Gavronski. I hope that Mr. Hajek's account, at variance with that of Gavronski, is the more accurate. But does Mr. Hajek seriously believe that reports of censorship in Czechoslovakia appearing in that country are more believable than more neutral news appearing outside the Iron Curtain?

I wrote that Capek died in 1938 and not 1939. Mr. Hajek is correct that Prague was occupied two and a half months later.

Robert J. Clements.

New York, N.Y.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

An All-American Muse

By DAN JAFFE, *who teaches English at the University of Missouri.*

A COUPLE of years ago, fresh from a California tour during which he had all but delivered the Kaddish for American poetry and its almost nonexistent audience, Karl Shapiro pushed his way up to a Kansas City stage to read his poetry. He leaned forward from the podium, smiled at the noisy, overflow crowd, and remarked cheerily, "I guess this shows what kind of critic I am."

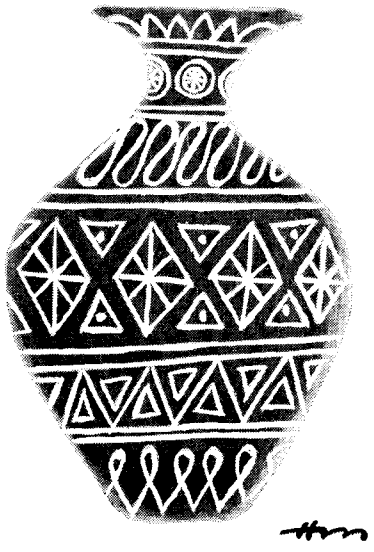
For despite the funeral chimes, a large and willing audience waits, and poets who can satisfy that audience continue writing. I refer to the audience of sensitive and intelligent readers and to writers who will not for the sake of sales say what they have to say less well than they can. We need not be concerned with literary con men or culturemongers. In Kansas City the self-supporting American Poets Series has for four years attracted large and responsive audiences to hear poets like Bill Stafford, Gwendolyn Brooks, Shapiro, Donald Justice, Nancy Sullivan, and Winfield Townley Scott. A real attempt to publicize good poetry has been made in Kansas City. But elsewhere often the audience that wants what good poetry has to offer doesn't know that poetry can offer them what they want. For one gets the impression that editors, many of whom are poets themselves, would rather publish the mediocre "right kind" of thing than the excellent "wrong kind." No organized literary conspiracy exists, though all sorts of people—critics, academicians, editors—see themselves as cultural arbiters: too many are pushing buttons, trying to influence the direction we should go. Good poets don't take direction. If they are lucky (or unlucky) they may find themselves in the mainstream long enough to become reputable. But excellent writers often produce in obscurity, their names hardly known even in the literary world.

For some time the "right kind" of thing in the most influential circles has been "confessional" poetry. Properly renamed, it might be called solipsistic poetry, a poetry based on the proposition that if a man looks deeply enough into himself he will find something of value to others. The "confessional" school has produced many vibrant and incisive statements of self. Sylvia Plath's second book, *Ariel* (Harper & Row, $4.95), contains a few poems—"Kindness," "Fever 103°," "Daddy," "Lady Lazarus"—that are controlled shrieks calculated to stun almost any reader willing to attempt engagement.

Ariel has already received much publicity, primarily, I think, because Miss Plath's suicide crowns the confessional school with a symbolic act. We are asked to believe that, because a talented and attractive girl gave her last gasps to poetry, her work is important and she is a "great classical heroine." We are asked to view her suffering as an announcement of literary immortality. All of us, I hope, mourn the despair and early immolation of so gifted a writer; but we need to ask whether the poems justify the accolades.

I don't believe they do. If, as Robert Frost pointed out, the purpose of any poem is to be different from every other poem, *Ariel* fails. We read the same poem over and over. The same techniques recur. Subjects are not really examined, explored, reviewed. They become opportunities for the personality to impose itself; they are reviled, distorted, made terrifying. People turn into things; things turn into monsters. After a while one knows exactly how the poet will respond. Before I read "The Arrival of the Bee Box" I conjectured that Miss Plath would compare the box to a coffin. She did. Once the pattern had been established no real surprises were possible. Without surprise, poems become dull. The intensity of emotion out of which *Ariel* undoubtedly grew loses its force for the reader.

Ariel must be the dead-end of romanticism. It represents a kind of sentimentality—not the "Truth is a velvet doe with large and dewy eyes" variety, but the "Truth is a malevolent fungus stalking us like a nightmare" kind. Each poem insists life is not worth it, thereby indicting poetry, too. *Ariel* asks us to feel emotions based on a delirium we do not share. It is best viewed as a case study. Sylvia Plath had, to be sure, a way with language and rhythm; but unless experiencing the identity created in these poems vivifies the lives of readers there is little reason for them. Most of us have visited the regions of horror too often to savor the book masochistically.



OF the more than forty books of poetry I examined, I especially look forward to rereading eight by American writers and three by foreign poets. But in the books that do not so strongly beckon me there are poems enough to make up a worthwhile anthology.

Events & Celebrations, by R. G. Vliet (Viking, $5) is a first book remarkable for its skill, resonance, and diversity. Section II contains a sequence of twenty "Clem Maverick" poems. Vliet brings to life a hillbilly balladeer who

> At thirteen
> stuck his flattop in a towsack
> and turnt pro.

Vliet captures moments in Maverick's life, altering the structure and tone of the poems to fit the moments and the varying means of perception. Satirical and sorrowful, these poems provide one with a sense of the way in which the public world infringes on the private life of an unsophisticated man, and how he in turn affects others. Our view is from the outside, but always there is a sense of inner tragedy.

In addition to the Maverick poems, *Events & Celebrations* contains twenty-four lyrics and two long Biblical prose poems. In his opening lyric Vliet hauls up a poem like a lobster:

> Its claws,
> which must drip antique
> moss, gesticulate: it knows
> a city that is only deep below.

There is throughout the lyrics a feeling of underneath, a feeling unleashed by vivid catalogues of the topside.

Vliet at times echoes other poets, but echo is not imitation. Here is a poet stretching out, one who gives the reader the sense of a big, sensitive guy bucking a resistant world that he loves. *Events & Celebrations* is cause for celebration.

The title poem of David Wagoner's fourth book of poetry, *Staying Alive* (Indiana Univ. Press, $3.50), consists of a series of understated directives about how to survive in the wilderness, a

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

quietly factual bit of advice that, without any outward evidence of manipulation, suggests more than its literal meaning—suggests man's attempt to survive physically and emotionally the unpredictable chaos of life.

Wagoner chooses his words and images like a safecracker listening to tumblers; often his most powerful effects come from the most delicate, precise tunings. In "The Poets Agree to Be Quiet by the Swamp" he says, "the poets may keep quiet,"

> But the corners of their mouths grin
> past their hands.
> They stick their elbows out into the
> evening,
> Stoop, and begin the ancient croaking.

The last line generates mirth, sadness, a sense of pathos. Because of those elbows stuck out into the evening the poets are silhouetted against the swamp like frogs.

Wagoner makes the most difficult games seem easy. Rarely does he fail to move from a careful specification to a wider sense of the unsayable world. He proves that the American language can be musical in a relevant way.

The Wrong Angel, by Stanley Moss (Macmillan, $4.95), offers forty-four poems, often difficult, always suggestive. These are poems meant to be read aloud, poems full of echoing shadows, intertwined lives, doubts that must be dealt with. Stanley Moss is now a marked man; he has already made a number of poems that challenge the very best. These include: "Return from Selling," "The Peddler," "Two Fishermen," "Negro Slaves, Jews in Concentration Camps, and Unhappy Lovers." A stubborn courage, flexible but as solid as the ark, informs these poems, as in "Scarecrow":

> I should be grateful if my poems
> Keep some shape, out in the open
> field,
> Year after year, a thing like this
> canvas
> Splashed with mock blood, scaring off
> nothing.
> The harvest is in.
> Now the field snail lodges in my cuff:
> I wink at the sky, all weathers, all
> creatures,
> Telling them to come on.

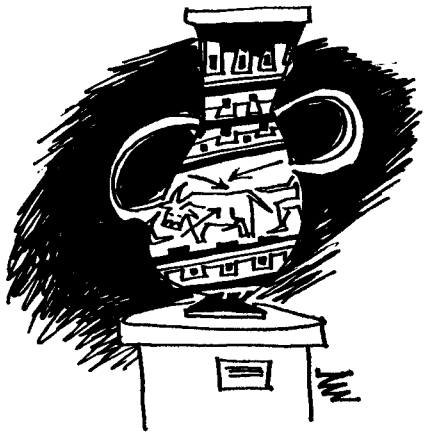
The Diving Bell, by Dabney Stuart (Knopf, $4), is the twenty-nine-year-old Virginian's first book. Some reviewers will call Stuart a promising young poet. He is not promising; he is accomplished. Although years may help make reputation, many of our best poets wrote their best poems when they were young. The first two sections of *The Diving Bell*, "Paternal" and "Maternal," deal with looking backward, trying to balance the family books, tricking "the answer caging us apart." These poems are full of feeling for others despite threats to self. Stuart has the toughness required to love in the face of madness. Later, when he tries to deal more directly with his own dilemmas, he reveals less of self. "Two for My Daughter" reminds me of W. D. Snodgrass's "Heart's Needle" both in subject matter and treatment. There is always the danger of creeping middle-age adolescence. Stuart writes:

> I try, and I bleed here
> Calling to myself, "Hold on. Hold on."

Don't talk about it, man, do it.

The quality of Philip Booth's newest book, *Weathers and Edges* (Viking, $4.50), comes as no surprise. Booth's poems are almost understated and conversational, at rare times a bit too breezy, but generally leading the reader to an unstated but carefully prepared-for realization. As the title indicates, this is a book full of sea and cloudscape. But what really matters is the tough-minded reticence of the looker:

> Gulls root on the ledge,
> taught by every wind



Your Literary I. Q.

Conducted by John T. Winterich and David M. Glixon

WHOSE CHILD AM I?

"It's a wise father who knows his own child." And literature dotes on sons and daughters who don't know their own parents. Lois Corkery of Long Beach, Calif., asks how many of these literary mixups you can straighten out. See page 41 for birth certificates.

Who was the young woman who sailed to America with her husband, then discovered he was her half-brother? ( )

What man gained immortality by killing his father and marrying his mother? ( )

Identify the warrior who in mortal combat killed the son he assumed to have been a daughter. ( )

A respected lady runs away from her husband and dies near her lover's grave just as this young woman discovers they were her parents. ( )

This little girl toddled into a miser's house one snowy night and had to wait sixteen years to find out who her father was. ( )

A large black handbag was the nearest thing to a parent that this character could recollect. ( )

Although neither he nor the other members of the family knew it, the preacher at his mother's funeral was his father. ( )

A bright red letter "A" advertised that this woman wasn't revealing the name of her daughter's father. ( )

The son of the Director of the Hatchery, he simply couldn't adjust to the bottle-born citizenry, and hanged himself. ( )

The squire was surprised to find this baby in his bed, and just as surprised, years later, to discover their relationship. ( )

1. John the Savage
2. Jewel Bundren
3. Jack Worthing
4. Hester Prynne
5. Tom Jones
6. Rustum
7. Moll Flanders
8. Oedipus
9. Eppie
10. Esther Summerson

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

"I'm absolutely exhausted. Bruce suddenly has this thing about living each day as though it were our last one on earth."

how spruces tug; snails

hug the tideline, hulls
on their own horizon: bound
as I am to the very edge.

Dave Etter's first book, *Go Read the River* (Univ. of Nebraska Press, $3.50), contains only one fairly long poem. For the most part it is composed of snippets, some of which, unfortunately, remind one of the imagistic pieces of well-schooled undergraduates. But more than fifteen of these short pieces take off. The best are sparse, colloquial, sharply etched prisms of an Americana often disdained by Eastern urbanites who know it only by hearsay and who equate it with mindlessness and poverty of spirit. Etter unsentimentally investigates small-town lives, and we learn to doubt the ordinariness of the ordinary. His hometown hero comments:

It's too humid: no one will meet me.
And there are no brass bands
in Dubuque.

His boys splat an old codger's Chevy with ripe tomatoes:

and laugh to beat hell
all the way back home,
where under the elms
they roll around like dogs
gone mad with fleas.

Although *Go Read the River* is full of place names like Chillicothe, Keokuk, Morning Sun, Pecatonica, it is not a provincial book. Regional it may be, but the best poems here have a vividness that may pull even jaded urban sophisticates into the picture.

Don Drummond is a friend, and it is with some difficulty that I review his recent book, *The Grey Tower* (Alan Swallow, $3). Drummond is a frankly didactic poet who may offend some readers in the way of an overinsistent preacher. But often his didacticism turns into drama; one is in the poet's presence and it is a presence not to be taken lightly. The theme Drummond returns to repeatedly is the necessity of courageously trying to make rational sense out of a world that defies the rational. Drummond's rhythms have loosened up; he is far less ritualistically academic now. But *The Grey Tower* contains too many potentially fine poems marred by clever rhymes or easy phrases. Unfortunately one can open to a few sentimental embarrassments, like "Universitas Missouriensis," which is really not worthy of publication even in a class reunion pamphlet. Don Drummond is a tough, persistent cuss. He swings for the fences. Sometimes he strikes out on straight pitches, but he also sprays the field with line drives too hot to handle.

Ann Stanford in *The Weathercock* (Viking, $4.50) writes:

I never hold a thought
But what the opposite
Comes straightway into mind. . . .

It is a book that dares the illusive, ambiguous, indefinable. She tries to find the center of the world of fictions in which we live. In poem after poem she makes the abstract felt, makes the wind visible. She knows the difference between direction and destination. Miss Stanford's poems have been called metaphysical; her concerns, her control, her way of focusing on multiplicity, all suggest the aptness of the label. But I do not find the violent yoking of opposites which some think of as metaphysical. Each poem is harmonic in the sense that opposites fuse into a melodic and appropriate orchestration. There are poems in this book that still baffle me, but their force is clear and I know their sense will become clear, too.

It would be criminal not to mention three books by poets who are not Americans. With the publication of A. D. Hope's *Collected Poems, 1930-1965* (Viking, $5.75) any future anthology of poetry written in English will not be complete without a selection from his work. Hope, an Australian, is, I think, one of the major poets of the century. He works in all the traditional forms and gives the lie to those who think they are dead. He can write twenty pages in ottava rima without seeming dated. He can allude to classical literature without posturing. He can heat up the sheets and poison the air. Read him.

In Russia Andrei Voznesensky's poems have generated what Americans would consider an incredible response. He has read to 14,000 people at one time and had 300,000 advance subscribers for a book. Even in translation by poets whose own idiom is unmistakable, his voice comes through strongly. His poems are not political polemics; they are personal investigations of violence, love, and self. In *Antiworlds* (Basic Books, $4.95) he asks, as well might most Americans, "Who are we?" and replies, "Genius is in the planet's blood." Out of his drive to preserve that genius he makes authentic, bold, sensitive, and graphic poems. The translations by W. H. Auden, Jean Garrigue, Max Hayward, Stanley Kunitz, Stanley Moss, William Jay Smith, and Richard Wilbur convey this sense; I did not feel that they were merely vague suggestions of what might be brilliant poems in the original language. Voznesensky at thirty-three has already become a poet of stature.

NORMAN MACCAIG is practically unknown in the United States. I have no notion of his earlier work, but his new book, *Measures* (Chatto & Windus and Hogarth Press, London, $2.95) reveals a poet whose English sounds natural and colloquial even to an American. His metaphors enliven; he satirizes with compassion; his wit doesn't flinch. Norman MacCaig can write the simple line that startles more each time one reads it. Something that matters happens in every poem in this book. That makes a book matter.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Past Economies and Present Policies

The Age of Keynes, *by Robert Lekachman (Random House. 324 pp. $6), assesses the influence of the great economist on present-day policy-makers. Arthur E. Burns is professor of economics at George Washington University, Washington, D.C.*

By ARTHUR E. BURNS

IN HIS *General Theory of Employment, Interest, and Money,* John Maynard Keynes said: " . . . the ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed, the world is ruled by little else. Practical men . . . are usually the slaves of some defunct economist." This was said with misgivings in 1936, for he thought the wrong ideas ruled in public policy.

Now, thirty years later, a devoted disciple, Robert Lekachman, in *The Age of Keynes* casts his mentor in the role of the slavemaster of this generation of policy-makers. Keynes, the gifted pragmatist, would probably dissent, as does this reviewer. The 1960s and the 1930s are worlds apart, as Keynes foresaw before his death in 1946. His eminence in the history of economic theory and policy is secure enough without burdening it unduly.

The first four chapters of this lively, well-written book deal with the early life of Keynes, the gradual development of his theoretical views and policy positions, his extensive artistic interests, his successful financial operations on his own account and for King's College, the controversies over war debts and the resumption of the gold standard by England, Depression policies, and the *General Theory.* This is good reading with a minimum of technical jargon. While the discussion of the *General Theory* claims too much for Keynes's originality, it brings out the salient features of this great work.

In particular Lekachman deftly draws the analytical contrast between the *General Theory* and what Keynes offhandedly terms the "classical theory." Here is Keynes's great analytical achievement: his emphasis on aggregate demand, its determination, and its deficiency in the stagnating economy of Great Britain. The basic ideas are not Keynesian. The Stockholm School, following the early lead of Wicksell, had worked them out, giving substance to what Gunnar Myrdal previously called Keynes's "unnecessary originality." In less sophisticated form the aggregate demand analysis was fully understood more than a century earlier by Lauderdale and Malthus, and much earlier by another genius, Sir William Petty. Others could be mentioned.

Keynes's achievement was not analytical originality so much as an application of analysis to the Great Depression and what to do about it. Provocative, heretical proposals and slashing attacks on the vested complacencies of the British Treasury and the Bank of England enhanced the already great reputation of the author of the *Economic Consequences of the Peace.* But to no avail: officialdom was enslaved by the ideas of a distant and irrelevant past. Keynes's real influence on British policy had to wait until World War II, when the central problem was no longer unemployment. This book gives a good summary account of Keynes's policy frustrations of the 1930s.

Roosevelt was unimpressed by Keynes's views in 1934; the feeling was mutual. The New Deal spending policies were strictly indigenous responses to crisis conditions. Indeed, well before Keynes wrote the *Means to Prosperity* in 1933, the Hearst papers proposed a big public works program, and Hoover initiated emergency public works in 1932, adding to the deficit that Roosevelt criticized. Once in office Roosevelt called for reduced spending, which was the antithesis of Keynesian doctrine. The subsequent spending programs bore no mark of Keynes. The ideas moved from short-run pump-priming, to cyclical compensatory spending, to stagnation fiscal policy. By the end of the decade Alvin H. Hansen had emerged as the principal theorist of deficit spending. Yet in 1937 he said of the *General Theory,* "The book under review is not a landmark in the sense that it lays a foundation for a 'new economics' . . . The book is more a symptom of economic trends than a foundation stone upon which a science can be built." The age of Keynes had not yet arrived, as Lekachman notes. By 1940, however, the indigenous New Deal fiscal ideas and national income accounting converged with Keynes. He supplied a missing analytical apparatus, built upon the consumption, liquidity preference, and capital efficiency functions, and a Keynesian school took form under the leadership of Hansen.

—*Wide World.*

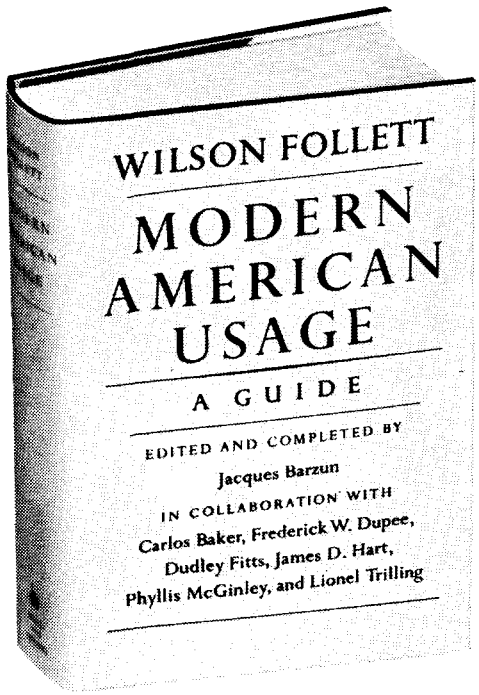
John Maynard Keynes and Mrs. Keynes—"a superb salesmanship."

BOTH in Great Britain and in the United States the war vindicated the central Keynesian idea: massive government spending and deficits could achieve full employment. But the Germans had shown this much earlier. The anti-Keynesians and those simply innocent of Keynes understood the point. Wars had always been stimulative; if this is Keynesian, then John Stuart Mill, Ricardo, Lauderdale, Malthus, to mention no more, deserve the sobriquet. The wartime problem was not, of course, the bolstering of aggregate demand but restraining it to minimize price controls and rationing and to assure the optimum diversion of resources to the war effort. Keynes's great contribution to British policy was the application of his national income and employment framework to war financing. War financing in the United States was non-Keynesian in spirit; Congress appropriated what was necessary and taxed what it thought politically expedient.

After a brief discussion of Keynes and wartime economic policy, Lekachman considers postwar problems and policies, from Bretton Woods, the Employment Act of 1946, to the Great Society and Harold Wilson's Labour government. Perhaps more than any single person Keynes was instrumental in getting the postwar international financial organizations established. However, his proposed International Clearing Union lost out to the International Monetary Fund proposed by the U.S., and perhaps he was more right than Harry Dexter White. Keynes's ideas were undoubtedly influential in the debate leading to the Employment Act of 1946, but the specter of the 1930s, the fear of postwar stagnation, and the sophisticated national

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Should you find this book useful?
Would you find this book useful?
Shall you find this book useful?
You will find this book indispensable.



Modern American Usage is a major new reference book that combines precision, wit, and erudition. If you care about spoken and written English, this is the book you will use.

"It is time we had an American book of usage," Wilson Follett wrote, "grounded in the philosophy that the best in language—which is often the simplest—is not too good to be aspired to . . . a book American in grain, loaded with characteristic and timely examples of bad, good, better, and best, and written with unremitting care to make the crooked straight and the rough places plain."

At Mr. Follett's death in 1963, the book was two-thirds finished. Jacques Barzun, who had followed the manuscript's progress from the beginning, undertook the task of completing and editing it. He then submitted the work to six collaborators, Carlos Baker, Frederick W. Dupee, Dudley Fitts, James D. Hart, Phyllis McGinley, and Lionel Trilling, who greeted it with enthusiasm and gave it the benefit of their literary judgment.

The result is a book that Mark Van Doren described as one that "any conscientious writer will continue to consult as long as he lives. It will not go out of date, and he will keep on needing its wise and witty counsel. . . . Even when he has no question to be answered, no doubt to be resolved, he will find the reading of *Modern American Usage* a perpetual delight. It can be read straight through, and doubtless will be, many times. It is for readers, too, as well as for writers. It is for anyone who still believes that language and logic are related."

In the next decade we believe that *Modern American Usage* will become the standard book on American usage and will be recognized as the great achievement of the man whom Edward Weeks, former editor of the *Atlantic Monthly*, regarded as "a tart and vigorous defender of the English language. He loved words and he had a Roman's reverence for clarity and order in a sentence. *I rank him with H. W. Fowler as one of the two liveliest champions of good English usage in our time.*"

Now at your bookstore. $7.50

Tenth Anniversary

HILL & WANG
141 Fifth Ave., New York, N. Y. 10010

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

income accounts analysis share in its enactment.

The postwar decades are the "age of Keynes" for Robert Lekachman. This characterization may mean nothing more than that the imprint of Keynes is evident on modern macro-economic analysis, or it may mean that Keynesian analysis and policy prescriptions as furthered by his followers are decisive on fiscal and monetary policy. Lekachman seems to have something of both in mind and as an unabashed Keynesian disciple he overstates both.

Keynes's *General Theory* decisively distinguished the analytical difference between (a) neoclassical equilibrium theory centering on the theory of the firm and the consumer, and (b) aggregative economics—the level of income and employment as determined by aggregate demand. This was a great achievement; the Stockholm group reached it ahead of him. But his genius was a superb salesmanship and a sense of the policy significance of the aggregative analysis. Refined, modified, amplified, made dynamic, and integrated into national income accounts analysis, the composite is modern macro-economics. Analytically this is neither Keynesian nor anti-Keynesian. It could be called Kuznetsian as well, if one has a taste for one-sided labels. The analysis is indispensable for some major policy purposes, and for his part in fashioning and popularizing it a great debt is owed Keynes.

On the policy aspects of *The Age of Keynes* Lekachman is simply unconvincing. Harold Wilson's defense of the pound by raising the bank rate and reducing government outlays is anti-Keynes of the 1920-40 vintage, as Lekachman sadly states. The Eisenhower Administration was non-Keynesian. Walter Heller's conversion of John Kennedy to the tax cut represents for the author the triumph of the "new economics," carried on by Lyndon Johnson's Great Society program. By this time Keynes would be uncomfortable were he alive. Bismarck, John R. Commons, or John A. Hobson are more suitable antecedents, if one is given to oversimplified attribution.

Schumpeter once said, ". . . practical Keynesianism is a seedling which cannot be transplanted into foreign soil: it dies there and becomes poisonous before it dies." Lekachman says: "The New Economics of the 1960s is the triumph of an idea. And the idea is above all the product of the creative genius of a single man —John Maynard Keynes . . ." If both are right we are, indeed, in for trouble. But both overstate their cases, just as Keynes was wont to overstate his own. If read in this spirit, in the knowledge that great figures often suffer from the zeal of their biographers, the book will be well worth the time.

A Time for Catching Up to Change

The Dynamics of Modernization: A Study in Comparative History, *by C. E. Black (Harper & Row. 207 pp. $5.95), attempts to classify and explain the modernizing process in the world's currently existing political entities. Crane Brinton's numerous books include "Ideas and Men: The Story of Western Thought," and "Modern Civilization: A History of the Last Five Centuries."*

By CRANE BRINTON

THIS is an important book, and one that deserves more attention from the reading public than its somewhat subdued title is likely to attract. C. E. Black is concerned with the contemporary world-wide transformation of the fundamental conditions of human life, which he prefers to call "modernization" and others have called "Europeanization," "Westernization," and even, by no means without some justification, "Americanization," as well as "industrialization" or "revolution of rising expectations."

All of us are aware of some phases of this transformation, most obviously of the incredibly rapid changes effected in travel, communication, medicine, and other fields where scientists, civil servants, technologists, economists, and businessmen have combined to score their triumphs. Almost all of us are aware, though much less sharply, of the unequal distribution of these triumphs throughout the modern world, as well as of the psychological difficulties the transformation entails for many individuals. But we lack for the most part the perspective a historical view of change in human existence can afford.

Professor Black makes no claim to invention here; but he has at least the originality of Poe's detective Dupin, who located the purloined letter which was concealed by its very conspicuousness. He points out three great changes in human existence: our break with the arboreal life of our distant ancestors; the so-called "neolithic revolution," which produced agriculture, domesticated animals, cities, organized states, and some extraordinary inventions such as the wheel; and, finally, "modernization." The simplest single measure of these changes, by no means a master key to all history and cultural anthropology but still a clear yardstick, is the amount of human effort necessary to sustain life —basically, to secure food.

Before the neolithic revolution practically all human effort was so directed. After that, and right down to the eighteenth century in the West, the food-raising efforts of a great majority of the population, even of the most advanced societies, was necessary to release a small minority to pursue the arts and crafts, to govern, to trade, and to make war. But now, after several long lifetimes of this latest and in many ways greatest series of changes, a very few farmers, ultimately if not already using the latest methods, can release a great majority of the population for—well, let us adopt Professor Black's subdued tone and say, simply, for a variety of other activities.

Now, again to insist on the obvious, this last revolution differs from the preceding one in a most important respect. Awareness of the attractions it affords is presently spread all over the globe, to peoples who had never really shared in the civilizations that developed out of the neolithic revolution. No doubt barbarians and nomads during the last few thousand years, drawn by the culture of advanced neighboring societies, did from time to time make incursions into their territories. But these were comparatively episodic, not sustained, and failed entirely to reach wide areas of the earth where the Stone Age cultures had not been transcended. Many of the primitive peoples—North American Indians, for example—who were touched by the first expansion of Europe seemed indeed singularly unattracted to much, beyond firearms and whisky, that the white men brought to them.

All this has changed. Men in Ouagadougou want what they know, roughly at least, men have in Paris. The underdeveloped peoples seek "modernization." Perhaps they wish—certainly they ought to wish—to preserve their own culture, their own identity; but, save among some of their intellectuals, this desire does not seem to be as strong as that for modernization. Professor Black devotes the greatest and the most original and suggestive part of his book to an attempt to classify and explain this process in all the existing political entities of the globe, from those he regards as the pioneers in the process, Britain and France, to those which, he holds, began modernization only yesterday, or have not yet

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

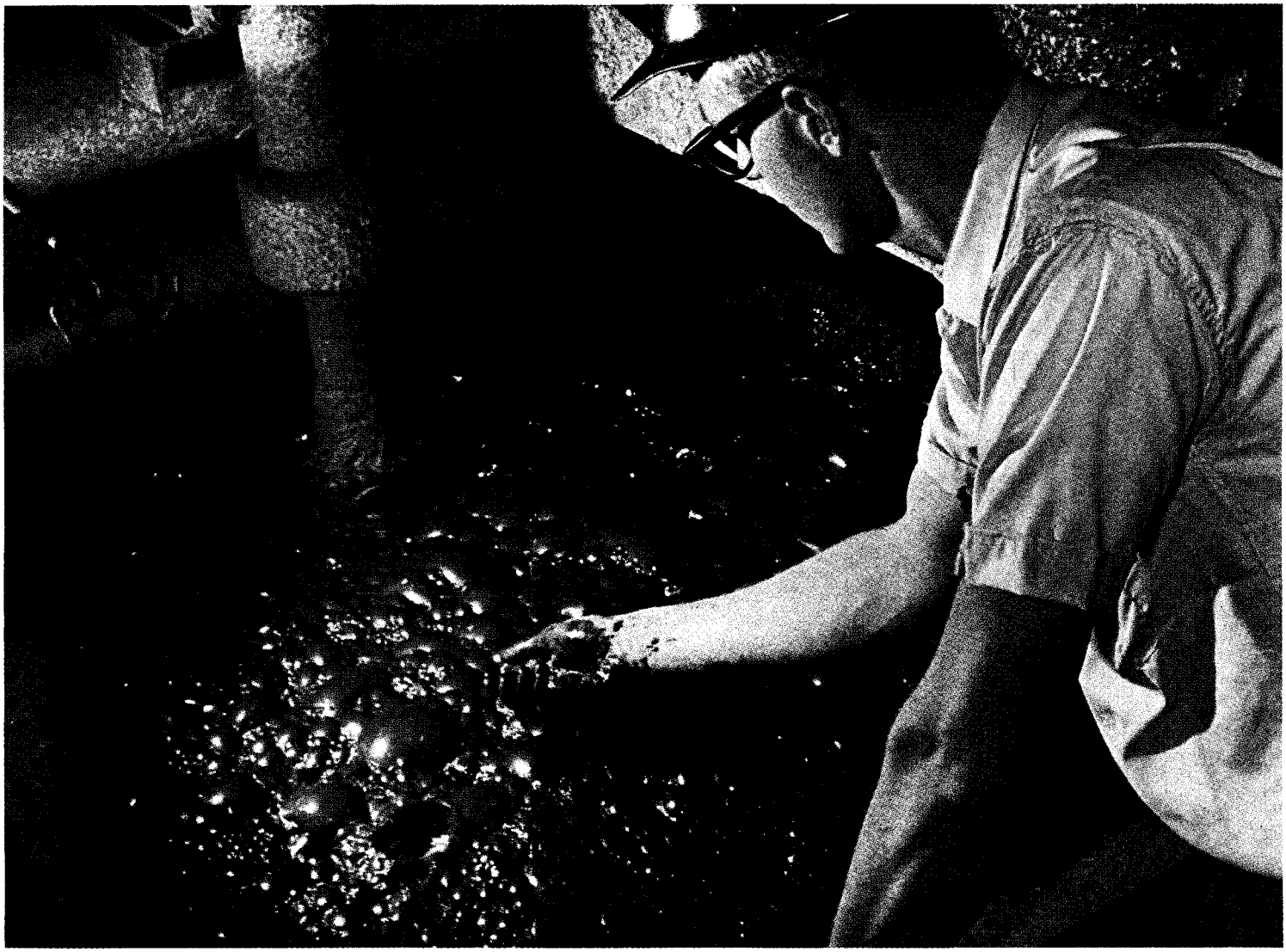
BLENDED SCOTCH WHISKY 86.8 PROOF THE FLEISCHMANN DISTILLING CORPORATION, NYC SOLE DISTRIBUTORS

Everywhere else in the world, when you order whisky, you get Scotch.
Why not try the Scotch that started it all?
Tonight. "Black & White"
BY APPOINTMENT TO HER MAJESTY THE QUEEN SCOTCH WHISKY DISTILLERS JAMES BUCHANAN & CO., LTD. GLASGOW, SCOTLAND

There are two "Black & White" Scotches, and one is Extra Light.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Anaconda research is making copper more plentiful in many ways. Example: this metallurgical bubble bath.



Beneath these bubbles is a swirling mixture of water, finely pulverized copper ore and various chemicals. The chemicals separate copper minerals from rock. The bubbles trap these minerals and are floated off to form a concentrate for further processing. This is one way Anaconda research is making it economically feasible to mine today's low content copper ores. It sounds simple. But it involves complex combinations of colloidal and surface chemistry, crystallography, physics and special grinding methods adapted to the ores at each individual mine. At Butte, Montana, for example, such research is turning what was considered an uneconomical deposit just ten years ago into a multi-hundred-million-ton ore reserve to feed more copper into our growing economy. The Anaconda Company, 25 Broadway, New York, N.Y. 10004. 66103

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

begun it. He distinguishes seven "patterns" of modernization, each marked by somewhat different sets of variables.

This is a most ambitious undertaking, and one which, in the existing state of the social or behavioral sciences, is certain to encounter all sorts of objections. Professor Black is a trained historian, specializing in Slavic Europe, and inclined to caution in generalization. He distrusts the kind of broad generalizations, based on such unmappable entities as "civilizations," "cultures," and the like, made popular by the Spenglers and the Toynbees. His insistence in his taxonomic efforts on the organized state as his unit for study will surely meet with dissent (why even list Timor or Swaziland as subjects for case histories?). He has, though he lists psychological factors as important, the usual professional historian's basic refusal to face up to the emphasis much modern psychology puts on the unconscious, the irrational, the emotive, the desire to "escape from freedom." Was—is—nationalism in the once "colonial" peoples "only a means to an end—self-determination to permit societies to modernize free from the discriminatory rule of alien peoples"?

But the raising of questions like these is in itself a service. And not the least of Professor Black's assets is his ability to write straightforward, unassuming English, unencumbered by the irritating technicalities of the social scientists. He even eschews "model" for the more familiar term "pattern." This is a book that should help us all to a little useful patience in a world we Americans have perhaps made all too possible.

Commerce and Comity

America in the Market Place: Trade, Tariffs and the Balance of Payments, *by Paul H. Douglas (Holt, Rinehart & Winston. 381 pp. $7.95), traces the history of U.S. commerce with other nations and makes recommendations for future policy. Dexter M. Keezer is economic adviser at McGraw-Hill, Inc.*

By DEXTER M. KEEZER

BEFORE he went to the United States Senate, where he is winding up his third term and running for a fourth, Paul Douglas was an eminent economist and ardent teacher. In spite of his political preoccupations, he still retains these attributes in notable degree. They shine through clearly in this remarkable volume on international trade, tariff, and monetary developments and policy, with which he graci-

(*Continued on page* 47)

Now the most automatic of cameras does even more for you.

Take along the KODAK INSTAMATIC 804 Camera on your travels and you've got the ultimate in picture-taking ease. This camera does just about everything for you automatically. Loading is instant. Then, automatically, the KODAK INSTAMATIC 804 Camera adjusts for film speed . . . sets the fast *f*/2.8 lens for correct exposure, whatever the scene, wherever you go . . . advances the film after each shot and keeps you ready for the next one. If flash is needed, the camera tells you when, and switches to flash speed as you pop on a flashcube. Shoot, and the cube turns by itself for the next shot. There's a fine-focusing rangefinder, too. You can't find a more helpful precision camera . . . or a better traveling companion. Less than $125—at your Kodak dealer's.

Price subject to change without notice.

KODAK INSTAMATIC 804 Camera

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

The Age Seemed Suddenly Strange

A Man of His Time, *by Phyllis Bentley (Macmillan. 223 pp. $4.95), depicts the head of a Yorkshire textile firm who is contending with the winds of postwar change. The latest book by Walter Guzzardi, Jr., a student of English literature, is "The Young Executives."*

By WALTER GUZZARDI, JR.

"THINGS look very black at the mill," Phyllis Bentley wrote in her diary in 1930. A couple of months later, there was another entry in the same strain: "Things at the mill are very black indeed." The somberness of her concern, though—her worries over the textile mills in the grip of slump or strike, the financial strains on a family of unyielding integrity and honesty, the pain of change that has continued over a period of more than thirty-five years—has produced a cheerful result: the authorship of a series of books, more than twenty-five by now, that must be adjudged a true and enduring work of art. Phyllis Bentley must be spoken of now—she is seventy-two—as a peer of such novelists of Britain as Trollope, Galsworthy, and Enoch Arnold Bennett. Her new book, *A Man of His Time*, is the latest confirmation of the astonishing breadth and sustained nature of her gifts.

Like the other great novelists, Phyllis Bentley is a chronicler of social history. In prose that is as sturdy and enduring as the cloth of her native Yorkshire she writes about what she knows: the region of the West Riding, the stubborn people who live there, the moral crises that confront them. Phyllis Bentley is a gentlewoman, but she has not been shielded from life's brutality, and she has not shielded her characters either. Somewhere in these twenty-odd books they have faced violence, lived with vengeance, committed murder, been swept away by conflicting loves and duties. But, in contrast to the senseless violence thrust upon the characters created by many contemporary writers—a difference that may be one measure of the quality of the author's talent—the experiences of Phyllis Bentley's people have relevance and meaning, whether they lived in the Yorkshire of 1350 or of 1950.

In *A Man of His Time* Phyllis Bentley picks up the tale of two families prominent in her earlier novels, the Oldroyds and the Morcars. *A Man* is Henry Morcar, the hard-working and successful head of textile mills in the West Riding, and his time is the time of change."The West Riding had been his and he had freely roved up and down in it," we are told, in the direct and sparse language characteristic of Mrs. Bentley, "perfectly at home and at ease and sure that whatever he did was right and proper and generally estimable. And now he felt uncertain and ill at ease . . ." Henry suddenly faces the shaking fact that he no longer understands the responses of the people around him. The son of a friend who had died heroically in the war embraces principles and beliefs that, despite Henry's "great effort to be fair," remain alien to him. He explodes in anger when he hears himself decribed as "an interesting specimen of Victorian *entreprenеur*—a typical man of your time." But he manages a level reply: "I make things."

There are other evidences of change as well. The path of a new road from Yorkshire to Lancashire cuts across one of Henry's great buildings, Syke Mills, which his family owned in 1812. Assured that "compensation, of course, is statutory," Henry replies, "Don't insult me . . . Syke Mills is my life's work." But, when he faced the officials of the Highway Committee, "They were men as honest and determined as himself, he thought; men caught between contemporary pressures, who were genuinely striving for their town's good . . .against such men there was no hope; they had after honest anxious thought honestly made up their minds to the honest best of their ability; they were Yorkshiremen as stubborn as he was . . ."

HENRY attends the funeral of Winston Churchill, and, as the procession moves along ("a fresh band broke out in solemn music; gun salutes shook Morcar's thoughts"), he ponders the future, always in terms of his usefulness and his contribution to it. And, in the end, he finds a surge of courage: "The era was over . . . To the new age, then."

Phyllis Bentley writes as she should be read, slowly and with solemnity. If she has a deficiency, it is a lack of humor—a part of life too, after all. But her merits outweigh any lacks. As she says, "My life and my work have both been nourished by my native environment, which is at once my home and the material of my fictions. . . ." In those fictions the reader can find nourishment, too.

Real Life in an Unreal World

The Origin of the Brunists, *by Robert Coover (Putnam. 441 pp. $6.95), recounts how a coal mine disaster in a small Southern town gives birth to a new religious cult. Emile Capouya is chief editor of Grosset & Dunlap's Universal Library.*

By EMILE CAPOUYA

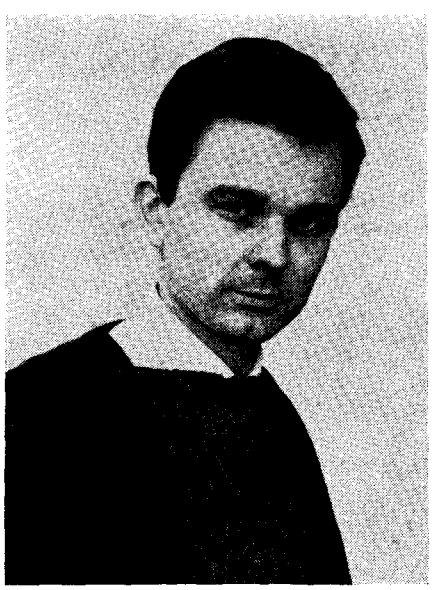
MR. SOL YURICK says of the author and his book, "Coover has given a world sated with second-raters a breathtaking masterpiece on any level you approach it." Well, that kind of praise is calculated to sink most novels, even quite decent ones, but one can see how Mr. Yurick was led to utter it. Nevertheless, a more reasonable judgment is that the author is imaginative and energetic, and that *The Origin of the Brunists* trembles on the brink of serious fiction. If energy were all, Mr. Yurick would be right, and we could celebrate. But other qualities are called for, too—sense and taste, that direct an author where to look for his materials, and hint what he is to make of them; magnanimity, that keeps him from chalking up small victories over his characters, his fellow men, and the nature of things. When we think how few the first-rate novelists are, moreover—have there been fifty in the history of the world?—then we may feel inclined to revise Mr. Yurick's implicit judgment, and regard the second-rate in literature as occupying posts of honor. To be second to Cervantes, Fielding, Dickens, or Dostoevsky is to be a great writer. It is hardly a disgrace for Mr. Coover that he is still only an aspirant to that rank.

Especially since he is gifted as well as ambitious. The trouble is that he has tried to do something that is very difficult, perhaps impossible. Whether deliberately or not, Mr. Coover has attempted to revive the naturalistic novel for serious literary purposes by grafting onto it fantastic, surreal, and hysterical elements. The basis of his story is a somewhat flat-footed study of a mining

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

town in the Southern coal regions, the mine itself, and the rise of a new religion that has its immediate psychological origins in a terrible accident under ground. Now, literary naturalism, the attempt to compile an objective record of events and personalities, unclouded by moral bias, was introduced in fiction over a hundred years ago, and at that time the defenders of the genre justified it by an appeal to the procedures of science. They were themselves sustained by the assumption that a morally and psychologically neutral investigation of facts would lead to advances in art and in manners, as it was believed to have done in physical science. Under such conditions, it was imagined, the operation of objective laws would ensure the progressive improvement of literature and, for that matter, every other department of human affairs. A hundred years later, we no longer believe that any human undertaking can be morally and psychologically neutral; all that is left of the naturalistic tradition is the falsely objective tone of the popular journalist. A contemporary author would have to be naïve indeed to accept for himself the intellectual program of literary naturalism.

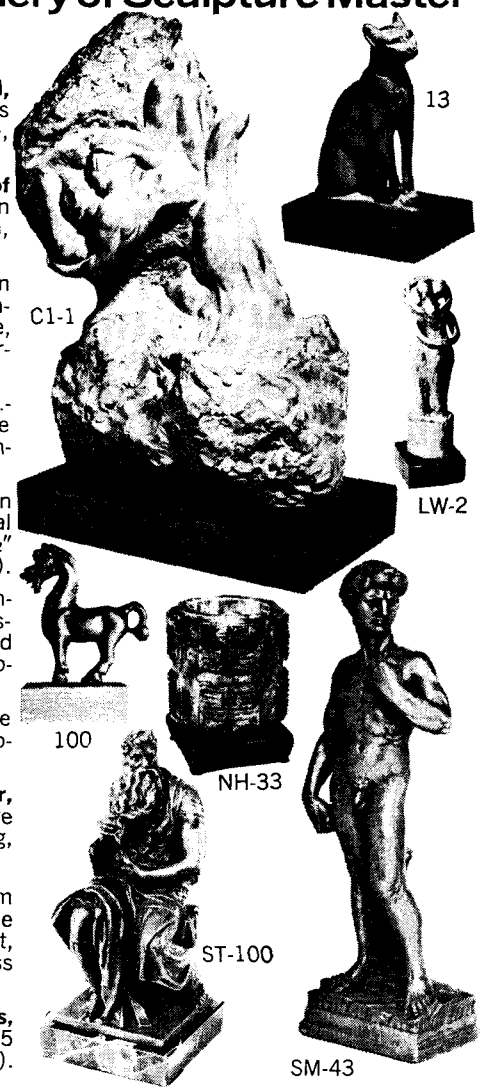
Mr. Coover is not at all naïve, but he has a serious problem in that naturalism is the most recent *positive* literary tradition available to him. If he were a nihilist, a cynic, a satirist, a *précieux*, a private sensualist, or a prophet, he would have alternative traditions to draw upon; but his temperament is such that he gains artistic assurance from contact with the facts of daily life in their most sober, unmediated guise. Hence naturalism. And since he is a child of this present age, he is perfectly conscious of naturalism's deficiencies and inadequacies. He tries to make up



—*Keeler.*

Robert Coover—"imaginative exuberance."

Yours to own and to give—great works of art from Brentano's Gallery of Sculpture Masterpieces in Replica.



C1-1 Auguste Rodin's **The Hand of God,** half-size authorized by the Fine Arts Division, Carnegie Institute, 22½" high, $75 (Shipping, express collect).

13 Egyptian XXVI Dynasty **Statuette of a Cat** (600-300 B.C.), bronze original in the Metropolitan Museum of Art, 7" high, $10 (Shipping & insurance, $1).

LW-2 **Wedding Rings** by the American contemporary sculptor, Peter Lipman-Wulf; replica mounted on marble base, 7¼" high, $17.50 (Shipping & insurance, $1.50).

100 **Han Dynasty Horse** (202 B.C.-A.D. 220), replica in metal with separate wood base, 4" high, $5 (Shipping & insurance, 60¢).

NH-33 **Han Dynasty Vase,** original in jade at the American Museum of Natural History; replica on teakite base, 6½" high, $15 (Shipping & insurance, $1.50).

ST-100 **Moses,** replica of an 18th-century bronze after Michelangelo's masterpiece, mounted on black-and-gold veined marble, 8¼" high, $12.50 (Shipping & insurance, $1.50).

SM-43 **David** by Michelangelo, bronze finish, walnut base, 15" high, $15 (Shipping & insurance, $1.50).

BA-6 Auguste Rodin's **The Thinker,** authorized reduction from the Baltimore Museum, 11½" high, $37.50 (Shipping, express collect).

1016 **The Kiss** by Auguste Rodin, from the original bronze reduction by the sculptor in The National Gallery of Art, 12½" high, $37.50 (Shipping, express collect).

NY-1 New York Public **Library Lions,** sandstone finished, 6¾" by 6½", $15 the pair (Shipping & insurance, $1.50).

BRENTANO'S

booksellers to the world

586 Fifth Avenue at 47th Street, PL 7-8600 (Open evenings until 10, Saturdays until 7)—30 Rockefeller Plaza—Monmouth Shopping Center, Eatontown, N. J.—Bergen Mall Shopping Center, Paramus, N. J.—The Mall at Short Hills, N. J.—Constitution Plaza, Hartford, Conn.—Washington, D.C.—Brentano's at The City of Paris, San Francisco.

Free sculpture catalog—With your purchase you will receive our new illustrated, informative sculpture catalog, with a special section devoted to museum jewelry in replica. For the catalog alone, send 25¢ in coin.

—Come into Brentano's or mail this order form now — SR 10

BRENTANO'S
586 Fifth Ave., New York, N.Y. 10036

Please send me the items circled totaling $_____:

C1-1 13 LW-2 100 NH-33 ST-100
SM-43 BA-6 1016 NY-1 Catalog

☐ Check or M.O. enclosed. ☐ Charge my Brentano's account. N.Y.C. delivery add 5% sales tax, elsewhere add tax applicable.

Name_____

Address_____ Apt. No.____

City_____

State_____ ZIP_____

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

for them with rant, brutality, portable apocalypse, and an attitude toward his characters that oscillates between prayerful absorption and contempt. The scenes in the mine are excellent: Mr. Coover apparently has a great deal of technical information on the subject, and his presentation of it is quite compelling. When released from the discipline of that strictly bounded locale, Mr. Coover's naturalism seems to float free of any defining social context; for all his use of dialect, references to the national origin of his characters, and knowledgeable evocations of small-town journalism, his story does not convince us that it takes place in the real world. And since it is not a tale, or a parable, the reader misses that real world.

The focus of Mr. Coover's story shifts among a large group of characters, so that a summary of the plot is less enlightening than usual. What does emerge very clearly from the complicated narrative is the author's attitude to life, or at least his literary attitude to life. He is bitter. And fair enough; he has plenty of company. But his book does not justify his bitterness, it merely embodies it. Now, it is perfectly all right for an author to look down upon mankind if he happens to stand on higher moral ground than the average of that errant species. Mr. Coover does not appear to be thus elevated, however. There is evidence in *The Origin of the Brunists* that the author's literary gambit —his choice of naturalism-cum-fireworks —maneuvered him into a position that clapped a bushel over whatever sweetness and light he has. Given his imaginative exuberance, it is hard to believe that he is mean-spirited. With a little luck in the way of literary strategy, his next novel should prove more creditable for him, more edifying for us.

Irish Eyes Smile on Fate

The Heat of the Sun, *by Sean O'Faolain (Atlantic-Little, Brown. 243 pp. $5.95), a new collection of short stories by one of Ireland's preeminent living practitioners of the art, explores some sophisticated truths about an essentially simple people. David Dempsey's articles on "The Publishing Scene" are a regular feature in Saturday Review.*

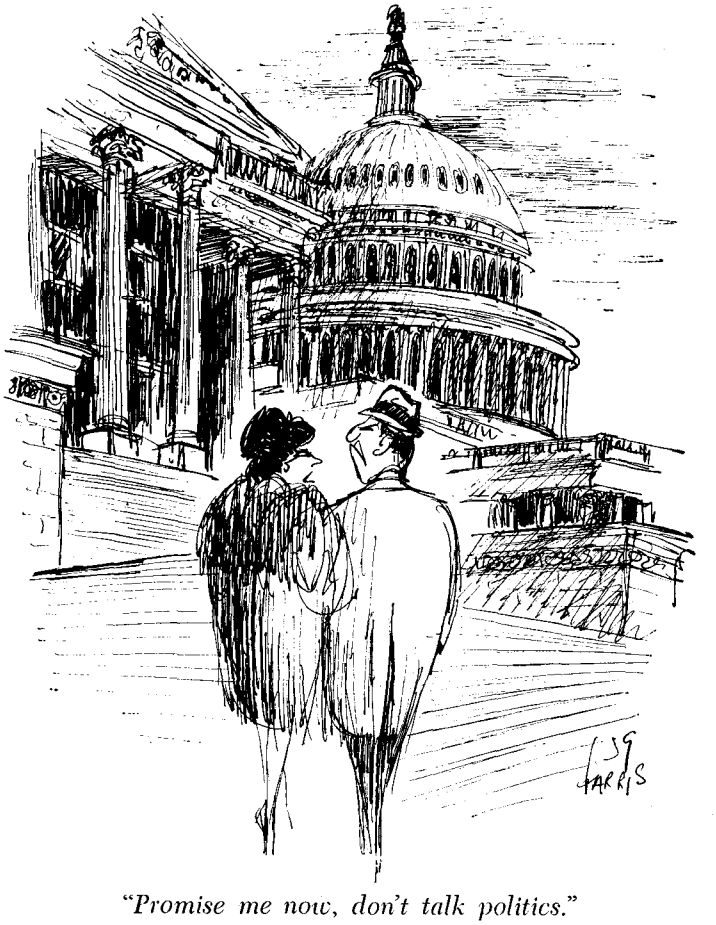
By DAVID DEMPSEY

SEAN O'FAOLAIN'S characters are most attractive when they are being victimized. The agent of their doom may be a personal flaw ("The Human Thing") or an *homme fatal* ("Charlie's Greek"). It may be too much innocence ("A Sweet Colleen"). It may be money, memory, or merely Irish rectitude. But the doom is not very final, and sympathy for the victim is never far away. It is custom, intolerance, and fanaticism, not people, that O'Faolain condemns. The people are perplexed and misguided, rather than evil, and most of them survive their situations to try again. "The Irish. . . are really at their best in misfortune," the author reminds us, as in one way or another he has been reminding us for thirty-five years.

He is still discovering new facets about a country in which altogether too little has changed. To make his people interesting—especially for American popular magazines, where most of these stories first appeared—O'Faolain is sometimes forced to manipulate them, and where he does this most unashamedly —where the story grows out of a plot idea rather than character—the results are not very successful.

"One Man, One Boat, One Girl" hardly sustains its considerable length. "£1000 for Rosebud" is contrived. In a foreword, the author justifies these longer excursions as "tales" rather than stories, but they are all surface; his shorter pieces go deeper. Even here, he is inventive rather than innovative; the language is fresh but not the form. O'Faolain is writing for entertainment —one can even say he writes to make money—and within this convention he excels. Unlike Frank O'Connor, whose later stories slid into youthful nostalgia, his eye ranges widely. Variety is one of the merits of this collection.

I liked "Dividends," "The Heat of the Sun," and "Billy Billee" especially. This last is one of the few stories that is rooted in childhood memory. Set in Cork, the author's birthplace, it juxtaposes the familiar figure of an aging music hall performer (female) with the enchanted innocence of a fourteen-year-old boy. Unpredictably, the story ends not in disillusionment but in the deepening enchantment that is left behind by the actress's departure and death. "Dividends" is built on a combination of Irish cunning and the innocence of old age. An elderly woman, in victimizing her protectors, actually brings out their humanity. The title story is an audacious achievement in tenderness, one of the few really affirmative statements in the book, beautifully written,



"Promise me now, don't talk politics."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

yea-saying, warm, yet not for an instant sentimental. Typically Irish? Probably not. Not even typical O'Faolain, although closer to his earlier work.

A mixed bag, then, as a good collection should be: the kind of Irish that Americans like to read about—priests, a bartender, expatriates, a sailor, a rebel, lovers. Victims rather than villains, and not quite sure where the trouble lies.

Fiends and Fowl: Pleasant surprises for science-fiction fans who do not buy *Playboy* regularly—and perhaps for some of the two million Bunny-watchers who do—are waiting in *The Playboy Book of Science Fiction and Fantasy* (Playboy Press/Trident, $5.95). Modestly tucked among the glossy color photos of food, sportswear, electronic gadgetry, cars, and nude young women, many of the best SF and fantasy stories of the last decade have been published in *Playboy*—the only mass-circulation magazine, as the editors point out in their introduction, that has consistently encouraged writers of fantasy.

Some of these stories are zany, like Bernard Wolfe's "The Dot and Dash Bird," about a myna that abuses a writer by squawking in Morse, or like Bruce Jay Friedman's "The Killer in the TV Set"; some are gentle and nostalgic, like Jack Finney's "Double Take" and Ray Bradbury's "The Vacation"; some are grim and intense, like "The Noise," by Ken W. Purdy, and "The Fiend," by Frederik Pohl.

Playboy's editors occasionally display a misguided enthusiasm for the callow, the contrived, and the cute. This book is not free of such lapses of taste, but it more than makes up for them by the quality of William Tenn's "Bernie the Faust," Robert Sheckley's "Love, Incorporated," J. G. Ballard's "Souvenir," and many more of the thirty-two stories collected here. —DAMON KNIGHT.

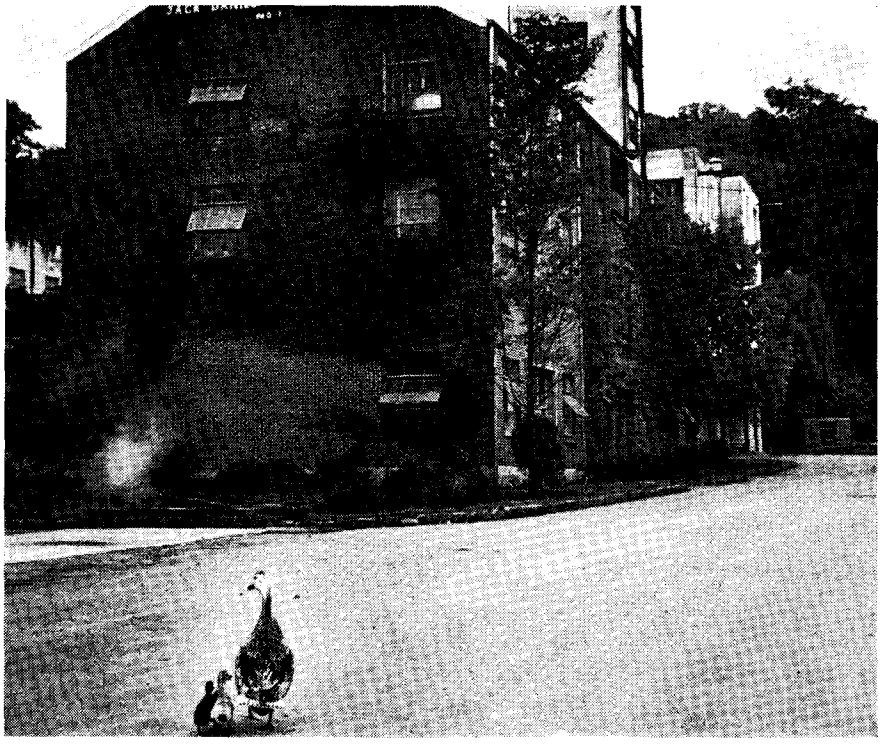
LITERARY I. Q. ANSWERS

Column One should read: 7, 8, 6 (*Sohrab and Rustum*), 10 (*Bleak House*), 9 (*Silas Marner*), 3 (*The Importance of Being Earnest*), 2 (*As I Lay Dying*), 4 (*The Scarlet Letter*), 1 (*Brave New World*), 5.

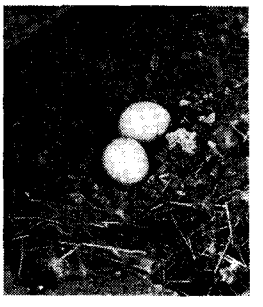
Coming **SR** *October 22*

"JFK in Dallas,"
by Judge Arnold L. Fein

An Examination of the Warren Report and Its Detractors



JACK DANIEL'S DUCKS have found a quiet home in the Hollow. Every so often we see signs that they intend to stay.



The good supply of grain and water they've found in the Hollow keeps our ducks well-fed. They've also gotten used to our way of life. You see, we're still making whiskey the way Jack Daniel did. And that calls for Charcoal Mellowing, a process that takes too much time and patience for much bustling around. Things are so comfortable for them, we're not surprised our duck population is increasing.

CHARCOAL MELLOWED
DROP
DROP
BY DROP

TENNESSEE WHISKEY • 90 PROOF BY CHOICE © 1966, Jack Daniel Distillery, Lem Motlow, Prop., Inc.
DISTILLED AND BOTTLED BY JACK DANIEL DISTILLERY • LYNCHBURG (POP. 384), TENN.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

FARRAR
STRAUS
GIROUX

Bernard Malamud

THE FIXER. "A novel of startling importance."—ELIZABETH HARDWICK, *Vogue*. "One of the year's richest novels, a literary event in any season." — ELIOT FREMONT-SMITH, *N.Y. Times. A Literary Guild selection.* 275,000 copies in print. $5.75

Walker Percy

THE LAST GENTLEMAN. "Altogether richer and more intriguing than his first novel, *The Moviegoer,* which won him the National Book Award in 1962." — JOYCE CAROL OATES, *The Nation*. "A distinguished work of art." — *N.Y. Times Book Review*. 3rd printing. $5.95

Colette

EARTHLY PARADISE: *Colette's Autobiography, drawn from the writings of her lifetime by ROBERT PHELPS*. "Here at last is the reader's great Colette book." — JANET FLANNER, *Life*. 3rd printing. $6.95

Alberto Moravia

THE LIE. "A bold, intricate, astonishing new novel . . . Sex, boredom, meaninglessness, the genuine and false, are the elements which compose it." — RICHARD GILMAN, front page, *N.Y. Times Book Review*. 3rd printing. $5.95

Isaac Bashevis Singer

IN MY FATHER'S COURT. "In this heartwarming account, the luminous novelist and fabulist returns in memory to the sources of his art . . . The dramas enacted in his boyhood home seem like scenes straight out of his mature fiction." — *Newsweek*. 5th printing. $5.50

Wilfrid Sheed

OFFICE POLITICS. A devastating, comic novel about the underlings on the staff of a small magazine. "In the style of early Waugh and Powell: funny, sad, implacably intelligent."—DWIGHT MACDONALD $4.95

Now at your bookstore
FARRAR, STRAUS & GIROUX

Inside the Lower East Side

The New Bohemia: The Combine Generation, *by John Gruen (Shorecrest. 180 pp. $4.95), pictures the flamboyantly unwashed in the East Village, where communal love and happenings are a way of life. David Hales is a West Village recluse.*

By DAVID HALES

HOW LONG is it since someone was heard blithely singing *East Side, West Side, All Around the Town*? Manhattan has been transformed many times since that was a popular tune. But today there is one concentrated part of the east side that is throbbing to a new rhythm. "It has an imperceptible underground beat and you feel it increasing as the night wears on. The rhythm of the Combine Generation is taking over."

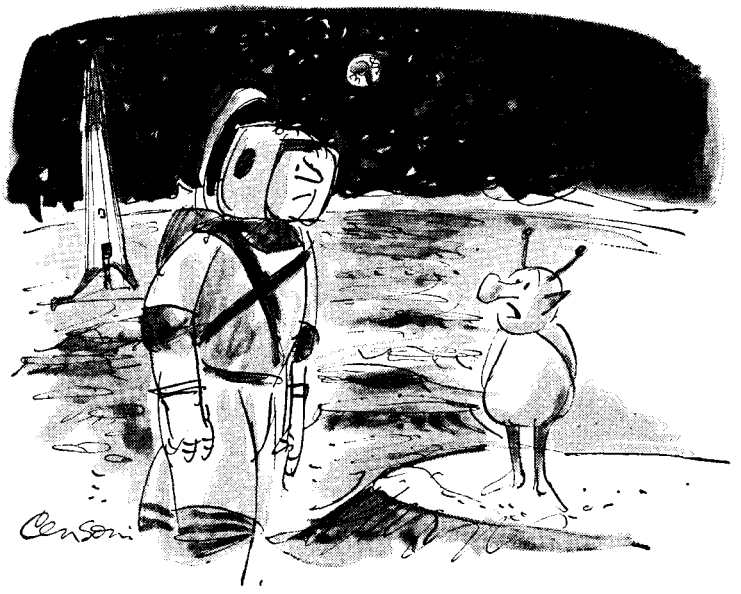
The area is called the East Village because it is east of the paradise that fell to rising real estate prices and commercial entertainment. Washington Square has given way to Tompkins Square Park. There, on the land that covers the old Stuyvesant Swamp, you will find a rare world in which anxiety is not fled from or suppressed but cherished and fed. Allowed to flow with all the exuberance of the head waters of the Nile, it rises as the lode star and provides the edge for sex, for dancing, for art, and all the ingredients of life. Perhaps the only security this section knows comes from the awareness that it is poorly served by public transportation. Someone remarked that the best way to get there is by boat.

John Gruen has squared off this mysterious region with the tenacity and perseverance of a Livingstone. He has interviewed the leading inhabitants and attended their sessions of work and play. Presumably, before the swamp was filled in the natives were known for such pursuits as spear-fishing and basketry, but the present inhabitants are frenetically active in the arts—and integration. Integration of the races, integration of the sexes (scant interest in such redundant forms as hetero or homo), and of the arts themselves. Happenings are a way of life here.

There is little room for the recluse or the solitary individual. He would soon have to combine.

Stepping off with an excursion into the details of the more ordinary daily lives in which love is the main creative activity, we learn from *The New Bohemia* about such subcultures as the Kerista Group. This is solely concerned with communal loving. A loving with no preferences, for it is the duty of each member to accept love from whoever offers it. There is some unexplained loophole, or freedom, however, because one of the long-standing members of the group is still a virgin.

Much of the general social life takes place at the tribal dances. These are performed in a hall that was built by previous immigrants who were of Polish



"Don't ask me. I'm a stranger here myself."

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

We seek your help in a dangerous election.

We believe that responsible democracy could suffer a crippling defeat in 1966—unless prompt action is taken.

We seek support for Senate and House candidates whose election will prevent a major retreat in American political life.

We need your help, your financial support, your vigilance.

1966 will be one of the most fateful mid-term elections of this century.

At stake is whether responsible liberalism in America can be preserved as a vital force, whether men of integrity who exercise independent judgment can survive. If we fail, the Great Society will be frustrated; the nation, bewildered and desperate, may plunge into the extremes of militarism or isolationism; and we may contemplate an era of demoralizing turbulence at home.

Two issues burn like a prairie fire across the country: civil rights and Vietnam. In civil rights, angry extremists are rapidly driving the moderates from the field. The Center is silent. The violent Right grows ominously stronger. Vietnam pressures to "go all out" or to "get out" have obscured our purpose —to the point where we have lost our sense of direction, not just in Vietnam, but everywhere on the globe.

What the Right failed to achieve by frontal attack in '64, they may achieve piecemeal this fall. They hope to defeat liberal congressmen who won by narrow margins in '64. If they do, control of the Congress will revert to the destructive coalition of Old Guard Republicans and Old Guard Southerners.

It is to avoid this catastrophe that we seek your support for men whose quality and courage will preserve the vital Center: Senate candidates like Lee Metcalf in Montana, Ralph Harding in Idaho, Frank Morrison in Nebraska.

House candidates like George Senner in Arizona, James Corman and John Tunney in California, Roy McVicker in Colorado, John Culver in Iowa, Gale Schisler in Illinois, Weston Vivian in Michigan, James Howard in New Jersey, Lester Wolff in New York, John Gilligan in Ohio, Neiman Craley in Pennsylvania and Lynn Stalbaum in Wisconsin.

These are some of the men we support: invaluable Senate candidates and some 50 men in the House who represent clear-cut choices against right wing opponents. They are the men we cannot afford to lose. Their continued effectiveness depends on you.

Danger signals are already fluttering in the winds of fear and of hate. With your help we can offer the country an alternative to reaction, resentment, and retreat. Vigilance is the price of freedom, but vigilance alone is not enough. We need your support. $100, $50, $5. Every dollar, like every vote, makes an important difference.

Eugene J McCarthy

EUGENE J. McCARTHY
United States Senator

Henry Steele Commager

HENRY STEELE COMMAGER
Historian

All funds from this appeal will go to the candidates. The cost of this advertisement and administrative expenses are paid by the "National Committee for an Effective Congress." Checks or money orders should be made payable to "NCEC-Special Fund."

NCEC-SPECIAL FUND
P. O. Box 2836
Washington, D. C. 20013

Enclosed is my contribution of $_____
to "NCEC-Special Fund."

Name _____

Address _____

City _____ State _____

PLEASE PRINT. THANK YOU. SRB

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

extraction, as can be inferred its name, the "Dom," or home.

The various arts take up most of the book, and they are dealt with in detail and provide intriguing material. There are, for instance, enough Little Magazines to keep everyone occupied with reading material and the writers in full expression even if the swamp waters rise again and transportation totally fail.

Theatrical fare, on subjects forbidden elsewhere, with an accent on the unpredictable and with audience participation, is performed on the numerous café and loft stages. A Christian temple dedicated to St. Mark, remaining from an earlier settlement, is also utilized for this purpose on occasions. Allen Ginsberg leads the poets and John Cage the musicians, and the whole of life is a happening.

The Fugs return from a wide swing across the hinterland to top all the singing. And artists paint the scenery during and not before a dance performance. This is certainly not the school of Pavlova; that Swan went with the swamp.

But it is in the movies—the underground cinema—that everyone really integrates and turns the expression on. The writers, the dancers, the actors, the artists (even those basket-weavers, if there are any still around) can combine. Considering that the subject matter is too esoteric or taboo for wide circulation, and that they depend on neighbors and friends for the cast, the movie-makers have chalked up an impressive output. Andy Warhol, the pop artist, produces a film a week. It is here that satire, the destruction of attitudes from outside is most nearly complete. "To peep at sex was taboo. To exhibit is just as taboo. But, if the peeper and the exhibitionist come to an open agreement about their roles, guilt will be dispersed."

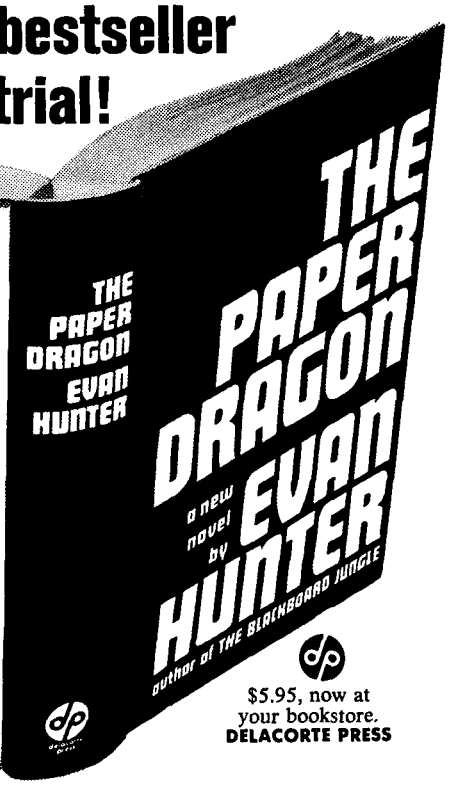
THE movie makers have many problems unknown to Hollywood. A marauding tribe of detectives took away 10,000 feet of edited film from Ed Sanders's epic, three-years-in-the-making *Amphetamine Head*. An announcement in his magazine indicates other problems he has to face: "The Director has been plagued by stars disappearing in Hillside Hospital & Central Islip, & the hip chick star tendency to vanish somewhere in New Jersey. Even though you may have married that dentist, please bring your snatch back for a few more reels of *Amphetamine Glory*."

In this pioneering work Gruen has been handsomely served by photographer Fred W. McDarrah, who evokes the atmosphere of the whole scene. Quite the best wildlife nature shots I've seen since *Bring 'Em Back Alive*.

America's explosive bestseller is on trial!

This is Arthur Constantine, plaintiff:

He claims that the idea for the best-selling novel, *The Paper Dragon*, has been stolen from his play *Catchpole*. The court's verdict will decide the fate of this almost successful dramatist who has repeatedly sold out in the past, but who now clutches at an identity. Read THE PAPER DRAGON, the big trial novel of the year by EVAN HUNTER, author of *The Blackboard Jungle*.



$5.95, now at your bookstore.
DELACORTE PRESS

State of U.S. Culture

Pop Goes America, *by William K. Zinsser (Harper & Row. 174 pp. $4.95), zeroes in on aspects of current U.S. culture from Woody Allen to Andy Warhol. H. Allen Smith's thirtieth book, "Son of Rhubarb," will be published early next year.*

By H. ALLEN SMITH

WHEN I first came to New York in 1929 the metropolitan woods were aswarm with men who wrote humor for publication in newspapers, magazines, and books. Offhand I can think of Ring Lardner, Robert Benchley, James Thurber, Will Cuppy, Frank Sullivan, Corey Ford, Nunnally Johnson, Don Marquis, Milt Gross—the list could probably be extended to the length of this review. There has been strong evidence in recent years that the breed is going the way of the whooping crane if not the great auk.

The funny guys are coming out of college and going straight into television, and sometimes I think many of them are not very funny. However, from time to time in these bleak days a new fellow comes down the pike, a writer who has it and has it good. William K. Zinsser has been on the scene for several years but he has just lately been hitting his stride.

His new book consists of a series of seventeen essays, and what it proves more than anything else is that Mr. Zinsser is one hell of a reporter. When he sails into a subject he doesn't let go until he has it all, and then he knows how to put it together on paper.

The book purports to be an examination of pop culture in our country. It isn't quite that. There is a long opening section about the people who collect pop art in large quantities. But many of the other pieces don't seem to have much if any relationship to pop culture at all. The words "pop art" have been dropped into them, maybe once along toward the end, but beyond that some of the best of them have no firm connection with the book's theme.

There is a perceptive and knowledgeable piece on the state of American humor, much of it dealing with television comics and monologists. Pop culture? There is a swell examination of the life and times of Woody Allen, another on James Bond, and still another on Guy Lombardo. Pop doesn't seem to apply to Woody Allen, but it might to the other two. If you want to stretch a point.

In the section on pop art collectors, note these two paragraphs:

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

To enter the apartment of Mr. and Mrs. Robert C. Scull was to know total immersion in pop art. Its small entrance foyer was every inch a temple to the new gods. Against one wall was Oldenburg's "The Stove," an actual cast-iron stove of the 1930s, to which the artist had added such plaster-and-enamel foods as celery, an orange, a loaf of bread, a ham, a pot of soup, a pot of beef stew and some sausages. . . .

On or against other walls were Jasper Johns's two huge American flags, Robert Indiana's large painting of the number 5, and various literal sculptures by Johns of ordinary objects, including a light bulb and wire, two Ballantine ale cans and a Savarin coffee can. Even the ceiling was not exempt: Rosenquist's floor plan of a two-bedroom house was suspended there, and from it hung seven naked light bulbs. Thus the work of art was also a chandelier . . .

It goes on from there, for quite a distance. I plan to cling to the two lovely paintings of sailing ships that I bought in Puerto Rico for sixty bucks each. They are pop with me.

The Forbidden Sacrament

History of Sacerdotal Celibacy in the Christian Church, *by Henry Charles Lea (University Books. 611 pp. $10), a new edition of a century-old classic study, sets out to prove that the rule of clerical chastity has never worked. Jaroslav Pelikan wrote "The Riddle of Roman Catholicism."*

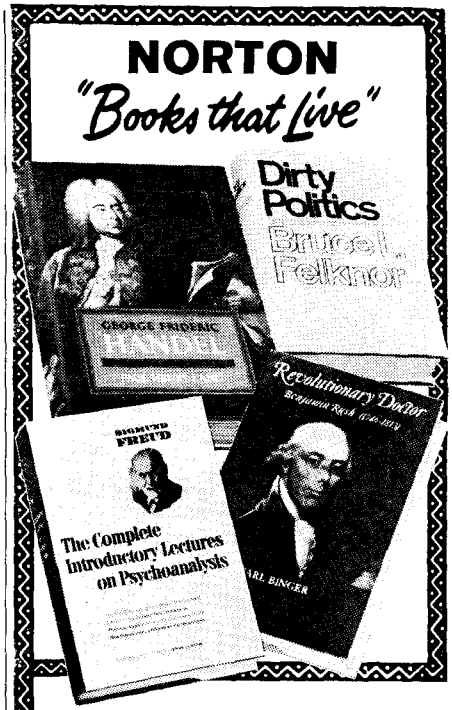
By JAROSLAV PELIKAN

THE FIRST Pope had been married, but no priest today ought to be: Roman Catholic Christendom is obliged by the testimony of all three of the Synoptic Gospels (Matt. 8:14-15; Mark 1:30-31; Luke 4:38-39) to accept the first half of that proposition, and by its canon law to insist on the second. The demand for the reform of the structures of the Church, which has been both a cause and a result of the Second Vatican Council, has included a call for thorough re-examination of the law of clerical celibacy on the grounds that it is cruel and unnatural, that it represents a distorted view of sex, that it separates priest and people, that it is a barrier to the conversion of Protestant ministers to Roman Catholicism, and that it doesn't work.

Lea's *Sacerdotal Celibacy* was an attempt to prove that it has never worked. The book first appeared in 1867 under the title *An Historical Sketch of Sacerdotal Celibacy in the Christian Church.* Henry Charles Lea (1825-1909) is probably best known for his three-volume *A History of the Inquisition of the Middle Ages* (1888 and following), which was abridged by Margaret Nicholson and published in a one-volume edition in 1961. *Sacerdotal Celibacy* was revised in 1890 and again in 1907. The present edition is a reprint of the 1907 version, but the footnotes (except for a few, *e.g.*, pages 300-301 on the *jus primae noctis*) have been dropped.

In his article on celibacy in the eleventh edition of *Encyclopaedia Britannica* G. G. Coulton called Lea's book "by far the fullest and best work on this subject." That judgment still seems to hold; Father David P. O'Neill's candid and thoughtful little volume on *Priestly Celibacy and Maturity*, published last autumn, says of it: "Written one hundred years ago, with an anti-Catholic bias typical of the time, it still provides a wealth of documented [for the 1966 edition, we would have to say 'documentable'] material. Lea's general conclusions are confirmed . . . by the more sober historians of the present day." A preface in the new edition seeks, a little wanly, to defend Lea against the charge of anti-Catholic bias. It must certainly be granted that in this book, as in his works on the Inquisition and on penance, Lea was writing not as a polemicist but as a scholar, a *Privatgelehrter* whose financial circumstances permitted and whose frail health necessitated a contemplative life.

While reading this new version I compared it with my copy of the 1907 edition, and repeatedly checked one or another reference in the sources. The quotations are usually where Lea said they were, and in this sense *Sacerdotal Celibacy* cannot be dismissed as a screed with Latin footnotes. Yet it is required of the historian not only that he read his sources carefully and report them honestly, but that he have an antenna for what he is reading, or (to shift the metaphor to one that comes, I think, originally from Max Weber) that he have a "musicality" that enables him to respond to the themes and tones of the score. Measured by that criterion, Lea's works, including *Sacerdotal Celibacy*, must, it seems to me, be charged with superficiality. The thousands of facts and anecdotes about violations of the rule of celibacy will be shocking to many and perhaps titillating to some, and most of them are probably only too accurate.



GEORGE FRIDERIC HANDEL

By PAUL HENRY LANG, author of *Music in Western Civilization.* "When you set out to describe a creative genius and his considerable output of masterpieces, you need a big canvas. Lang has taken one and filled it out richly. He knows Handel and his work better, and sees them more clearly, than most of his distinguished predecessors in the field . . . Lang is a musicologist writing for the intelligent layman." — GERALD ABRAHAM, page-one review, *N.Y. Times Book Review.* Illustrated. $12.00

REVOLUTIONARY DOCTOR
Benjamin Rush (1746-1813)

By CARL BINGER. A noted psychiatrist paints a full-length portrait of a signer of the Declaration of Independence who was also the father of American psychiatry. $7.95

THE COMPLETE INTRODUCTORY LECTURES ON PSYCHOANALYSIS

By SIGMUND FREUD. Translated and edited by James Strachey. An indispensable volume for understanding Freud's work. "Assumes unquestioned authority over all other separate existing versions of the *Introductory* and *New Introductory Lectures.*" — *Behavioral Science Book Service.* $12.50

DIRTY POLITICS

By BRUCE L. FELKNOR. Political chicanery — and what to do about it. "The proposals contained in the last chapter are deserving of the most serious consideration." — GEORGE ROMNEY, Governor of Michigan. Illustrated. $5.95

At all bookstores

W. W. NORTON & COMPANY, INC.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Portrait of an artist

ERIC GILL was one of the most controversial and influential figures of our century. Master stonecutter, sculptor, type designer, and essayist, he saw in the principles of Aquinas and William Morris an answer to the evils of modern industrial society. This lively biography is the first to tell his full story. Profusely illustrated. *Selection of The Catholic Book Club.*

THE LIFE OF
ERIC GILL
By ROBERT SPEAIGHT
$6.95, now at your bookstore
P. J. KENEDY & SONS

Help to lead an educational revolution

A respected, progressive educational publisher in Metropolitan New York area seeks two editors for key roles in ventures of unprecedented boldness and scope. Each position offers opportunity to share in dramatic reform of curriculum and classroom procedures.

Prerequisites:

- Advanced degree in elementary education, reading, English, or allied area
- Elementary teaching or supervisory experience
- Demonstrated writing and/or editorial talent
- Ability to coordinate and direct the efforts of a group of creative people

One position requires special knowledge of early childhood education; the other, broad knowledge of elementary language arts.

These are permanent, prestigious positions. Salary and benefits are generous.

All resumes will be handled in confidence. Please respond to Box V-481.

An Equal Opportunity Employer

But while Lea understands human frailty and forgives it, he fails not only to forgive "vigilance and severity on the part of the prelates" but also to understand the positive meaning of celibacy, and indeed of asceticism generally, in the life of the Christian and of the Church.

Thus Lea dismisses monasticism as "but one application of the doctrine of justification by works"; and even though he concedes later on that "from Chrodegang to St. Vincent de Paul, the history of monachism is full of illustrious names of those who devoted themselves to the mission of reforming abuses and restoring the ideal of the perfect monk," he goes on to accuse the ascetic ideal of destroying initiative in the very men who, by ability and training, should have been "leaders in the race of progress." (It is an amusing commentary on shifting attitudes that Lea also charges the Roman Catholic Church with holding down the growth of population by its ascetic teachings.) But, except for occasional asides on the place of self-discipline in the moral life, Lea does not consider some of the deeper questions raised by the ascetic imperative to "deny the world and the flesh." The historical and theological examination of these questions is an indispensable prerequisite both to a reconsideration of the problem of sacerdotal celibacy and to a restudy of the place it has occupied in the history of Christianity.

STUDIES by both historians and sociologists have shown, for example, that it is an oversimplification to claim, as Lea does, that celibacy produces "a sacerdotal caste, divested of the natural ties of family and of the world," and that it separates clergy from laity. The historical researches of Karl Holl (1866-1926) described the role of the monks in the history of the early Byzantine church, where, as in Eastern Orthodoxy generally, the parish clergy could be married (if they had married before ordination) but the bishops and, of course, the monks could not be. Lay people often preferred to go to the monks for confession rather than to their own parish priests, and the institution of the *starets,* or monk-confessor, immortalized by Dostoevsky in his portrayal of Father Zossima in *The Brothers Karamazov,* was at least partly an outgrowth of this preference.

Similarly, the efforts of various Protestant churches to revive the practice of private confession have foundered on an entire complex of problems, especially on the nonsacerdotal definition of the ministry, but also on the reluctance of lay people to come to a married confessor. Sociological investigations of public opinion in the Church, which are enjoying something of a vogue in contemporary Roman Catholicism, suggest that people are aware both of the serious problems created by celibacy and of its positive importance in the sacramental and administrative life of the Church; but they do not seem to indicate that the unmarried priest has greater difficulty ministering to human needs than does the married minister.

No serious student of church history would deny that in the very centuries on which Lea concentrates, when sacerdotal celibacy fell into the most grievous abuse, it was the celibate ideal that enabled the monks to conquer Europe for the Gospel, or that the Reformation was as ineffectual as it was in Christian missions at least partly because, as my colleague Kenneth Latourette points out, "Protestants lacked the monks who for more than a thousand years had been the chief agents for propagating the faith. . . . It was monks by whom the actual task of religious instruction was performed. In contrast, Protestantism had forsworn monasticism. . . ."

THE heroism of Protestant missionaries and their wives in the jungles of the Congo and on the islands of the sea has contributed more than one chapter to the lives of the saints in modern times; but the ordeals of these families have also raised in the minds of many church leaders the question whether clerical marriage should be quite as universal a rule as it has tended to become, in practice if not in principle, among most Protestants.

That question of a universal rule is also the one being raised by church leaders in Roman Catholicism. Lea's account may miss the deepest reasons why many clergy have chosen the celibate life, but it does not miss the real reasons why many others have found such a choice impossible to make—or, worse yet, to keep. Living as he did in an age that had its own secularized asceticism, Lea protested against the legalism of an artificially enforced discipline. Living as they do in an age that sometimes seems to equate personal fulfilment with total self-expression, students of moral theology today may see positive values in celibacy which he did not see; but they will also see the exalted place of sex and marriage in the plan of God.

After all, it is marriage, not celibacy, that is a sacrament of the Church. And so the "Decree on the Ministry and Life of Priests," passed by the Council and promulgated by Pope Paul on December 7, 1965, reaffirmed the principle that the celibacy of the clergy "is not, indeed, demanded by the very nature of the priesthood, as is evident from the practice of the primitive Church and from the tradition of the Eastern Churches." Will Roman Catholicism prove that it means what it says, by heeding the lessons of its history?

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

"The Oswald Affair . . . is superior . . . It is a readable and reasonable . . . analysis of the evidence . . ."
—*National Observer*

THE OSWALD AFFAIR

AN EXAMINATION OF THE CONTRADICTIONS AND OMISSIONS OF THE WARREN REPORT.

by Léo Sauvage

"(Of the current) rash of books out now on the Warren Report, none is written with such conviction and such unbiased reporting . . . It reads like the perfect murder mystery."
—Mary Ann Lee, *Detroit Free Press*

". . . an excellent American translation . . . Sauvage has written a lively newspaper man's account."
—Robert M. Slusser, *Baltimore Sun*

". . . the toughest book thus far written on the assassination . . ."
—James Lehrer, *Dallas Times Herald*

418 pages Illustrated $6.95
SECOND PRINTING

THE WORLD PUBLISHING COMPANY
Cleveland and New York

ROBERT PENN WARREN'S
best poems of four decades—including many never before published in book form

Selected Poems

New & Old: 1923-1966
$7.95, now at your bookstore
RANDOM HOUSE

PORTRAIT IN OILS

A genuine oil painting on canvas in full color, painted from your photo or snapshot by capable portrait painters. Compare our works of art with others selling up to $2,000. "Living likeness Guaranteed."

Unbelievable Works of Art at Unbelievable Low Prices

$49.50 TO $695.00

Our portraits in oil are TRUE WORKS OF ART, painted from your photograph and NOT painted on top of an enlargement of your photo, as is the method of other commercial portrait services.

FREE! BEAUTIFULLY ILLUSTRATED BOOK "HOW TO ORDER AN OIL PORTRAIT"

Van Dyke Oil Portraits, Ltd.
Dept. S, 153 East 57 St., New York, N. Y. 10022
"Largest in the field of oil portraiture"

Commerce

Continued from page 37

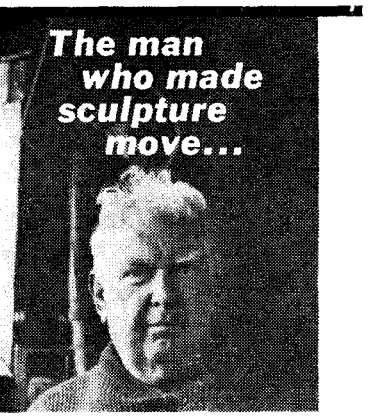
ously acknowledges he had the help of some distinguished staff members of the Joint Economic Committee of Congress.

Although most of them are congenial enough to this reviewer, it is not Senator Douglas's numerous prescriptions for better handling of trade and balance of payments problems, primarily those of the United States, that make this book particularly noteworthy. Most of the prescriptions reflect the better grades of conventional liberal thinking about international political economy, with an occasional variant which could be influenced by the fact that Senator Douglas's great career includes service as a fighting Marine in World War II, against totalitarian powers.

For example, as a general proposition Senator Douglas holds that "broader trade, freely conducted, brings buyer and seller more closely together and makes them better acquainted with and more sympathetic toward the needs and problems of others." But when it comes to extending what he regards as these civilizing influences to hard-core Communist countries, he bridles. He wants no U.S. trade with Communist China or Cuba, and thinks "it would also be a mistake to widen to any appreciable degree the areas of trade with the Soviet Union"—at least until there is "protracted and convincing proof that the Russian government has, in fact, turned over a new leaf" and "is indeed seeking some reconciliation with the West." This will presumably be considerably after the cows come home.

What makes this book admirably distinctive is the clarity and conciseness with which it organizes and presents what, as usually purveyed, is an extraordinarily forbidding array of material. While he will find it something less than perfect bedtime reading, the layman can quite painlessly inform himself about such arcane matters as floating exchange rates for national currencies and CRU's, the usual shorthand for a new international reserve currency, now on the slow and rough road to creation. He will also find a remarkably lucid and compact account of the development of international trade and tariffs of the United States, from the beginnings down to the "Kennedy round" of tariff negotiations, now moving toward an uncertain conclusion.

Perhaps because the subject matter involved is so refractory, the account of the development of the international monetary system and its aches and pains seems somewhat less impressive in educational exposition than the other sections of the book. But I still don't know where to find a clearer, more



CALDER

Text by H. H. ARNASON,
Vice President of Art Administration
The Solomon R. Guggenheim Foundation

Photographs by PEDRO E. GUERRERO

A distinguished art historian and a noted photographer have woven a rich harmony of word and picture into the most complete documentation of the life and art of Alexander Calder.

The development of Calder's art, his contributions to the major directions of modern art, and his relations with other leading modern painters and sculptors are carefully traced and analyzed.

The text is the result of a close study of Calder's works and a friendship with the artist extending over fifteen years. Also, a close associate of the artist, Pedro E. Guerrero had unique opportunities to photograph Calder and his works of art. The 160 photographs (16 pages in color) show every major work. In addition, they provide intimate views of the Calders at home in France and Connecticut, and of the artist at work in his studio.

208 pages. 8½" x 11". $15.00

FOUR CAME HOME
Col. Carroll V. Glines, USAF. April 18, 1942, Gen. Jimmy Doolittle led the first bombing raid against Japan. Two crews never made it back. In a gripping sequel to his successful *Doolittle's Tokyo Raiders,* Col. Glines tells the stories of the *four who came home* and their incredible bravery, patriotism, and courage.
Illustrated. 176 pages. $5.95

DEEP CHALLENGE
Harris B. Stewart, Jr. The story of man's last frontier on earth—the ocean—its buried landscapes, its laws, life, and potential role in man's survival. Illustrated. 180 pages. $5.95

PSYCHOLOGY AND THE HUMAN DILEMMA
Rollo May. The author presents his penetrating views on the conflicts involved in being a person amid the demands of the modern world.
160 pages. $5.95

BATTLE 1066
Brigadier C. N. Barclay. For young and old alike, here is a historical account of the Battle of Hastings to commemorate the 900th anniversary of the Norman Conquest.
Illustrated. 130 pages. $3.95

D. VAN NOSTRAND COMPANY, INC.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

HANDY FILE

FOR YOUR
COPIES OF

Saturday Review

- Keep SATURDAY REVIEW issues neat, clean, in order
- With washable leatherette cover and 16-carat gold leaf lettering designed especially for SR
- Holds 26 copies

$2.95 each, postpaid
(3 for $8.25)

Money back if not completely satisfied

ORDER DIRECT FROM:

JESSE JONES BOX CORP.
DEPT. SR • BOX 5120
PHILADELPHIA 41, PA.

Allow 4 weeks for delivery.

Coming November 19

***SR*'s Second Reference Book Issue for 1966**

compact and incisive take-off for an understanding of balance of trade problems, particularly those of Britain and the USA, and possible ways to ease them, of which we shall probably be hearing much more quite soon.

The reason that we have a U.S. balance of payments problem (*i.e.*, more payments going out of the country than coming in) is not that we are heavily in debt to foreigners. Very much on the contrary, foreigners – governments, banks, and individuals–owe us a total of more than twice as much in both long- and short-term obligations as we owe them. But we have managed to get ourselves on the deficit side of the short-term obligations, which have a way of getting converted into a further drain on our dwindling gold reserves. And the bind of this short-term indebtedness which seemed on the way to being loosened now promises to be tightened again, largely as a result of developments stemming out of the war in Vietnam.

Senator Douglas attributes our balance of payments problems largely to our generosity as a nation, in carrying a disproportionate share of the load of defense of the West and economic aid to developing countries. "Never in the history of the world," he writes, "has there been anything comparable to our generosity as well as to our enlightened self-interest." He urges our European neighbors, whose prosperity we contributed much to help restore, to become infected with the same spirit.

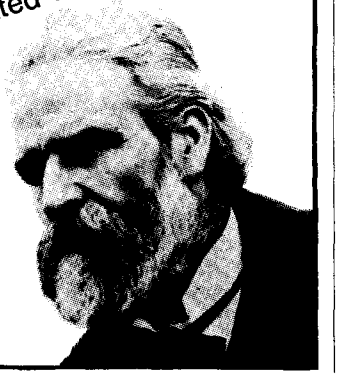
It is hard to escape the suspicion that, along with magnanimity, a vital contribution to our balance of payments problem has been made by stupidity or, to put it more genteelly, a rather abysmal lack of foresight. If Senator Douglas had elected to mine this possibly rich vein of inquiry, he might have added even more to the great illumination which *America in the Market Place* throws on its murky but extremely important subject matter.

the unknown Edwin Markham

his mystery and its significance by Louis Filler

"Louis Filler has long been one of the finest scholars in the embattled borderland where history and literature overlap. His fascinating insights reveal not only Markham the man but the workings of the entire 'literary establishment' and how it operated to make and unmake this literary figure . . . emphatically recommended."
—Peter Viereck.

Illustrated $6.00
THE ANTIOCH PRESS
Yellow Springs, Ohio 45387



STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION (Act of October 23, 1962; Section 4369, Title 39, United States Code)

1. Date of filing: October 1, 1966.

2. Title of Publication: Saturday Review.

3. Frequency of Issue: Weekly.

4. Location of known office of publication: 380 Madison Avenue, New York, New York 10017.

5. Location of the headquarters or general business offices of the publishers: 380 Madison Avenue, New York, New York 10017.

6. Names and addresses of publisher, editor, and managing editor: Publisher, J. R. Cominsky, 380 Madison Avenue, New York, New York 10017; Editor, Norman Cousins, 380 Madison Avenue, New York, New York 10017; Managing Editor, Richard L. Tobin, 380 Madison Avenue, New York, New York 10017.

7. Owner: Saturday Review, Inc., 380 Madison Avenue, New York, New York 10017; McCall Corporation, Wilmington, Delaware 19801; J. R. Cominsky, c/o Saturday Review, 380 Madison Avenue, New York, N.Y. 10017; Norman Cousins, c/o Saturday Review, 380 Madison Avenue, New York, N.Y. 10017; Douglass & Company, P.O. Box 1426, Church Street Station, New York, N.Y. 10008; Hunt Foods & Industries, Inc., 1645 West Valencia Drive, Fullerton, Cal.; Merrill, Lynch, Pierce, Fenner & Smith, Inc., 70 Pine Street, New York, N.Y. 10005; Var & Company, c/o First National Bank of Minneapolis, Trust Department, Minneapolis, Minn. 55402; Cudd & Co., c/o The Chase Manhattan Bank, P.O. Box 1508, Church Street Station, New York, N.Y. 10008; Ebit & Co., c/o Continental Illinois National Bank & Trust Co. of Chicago, Lock Box H, 231 S. La Salle Street, Chicago, Ill.; Trude & Company c/o Lock Box H, Chicago, Ill.

8. Known bondholders mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages or other securities are: John Hancock Mutual Life Insurance Company, 200 Berkeley Street, Boston, Mass.; Massachusetts Mutual Life Insurance Company, 1295 State Street, Springfield, Mass.; New York Life Insurance Company, 51 Madison Avenue, New York, N.Y.; First National City Bank, 55 Wall Street, New York, N.Y.; Irving Trust Company, One Wall Street New York, N.Y.; Norton Simon Foundation, 1643 W. Valencia Drive, Fullerton, Cal.; Hunt Foods & Industries, Inc., 1645 W. Valencia Drive, Fullerton, Cal.; Hunt Food & Industries Foundation, 1645 West Valencia Drive, Fullerton, Cal.; Glass Container Corp., Pension Trust, 1645 W. Valencia Drive, Fullerton, Cal.

9. Paragraphs 7 and 8 include, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for w om such trustee is acting, also the statements in the two paragraphs show the affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner. Names and addresses of individuals who are stockholders of a corporation which itself is a stockholder or holder of bonds, mortgages or other securities of the publishing corporation have been included in paragraphs 7 and 8 when the interests of such individuals are equivalent to 1 percent or more of the total amount of the stock or securities of the publishing corporation.

10.	Average No. Copies Each Issue During Preceding 12 Months	Single Issue Nearest to Filing Date
A. Total No. copies printed	482,888	503,281
B. Paid Circulation		
1. Sales through dealers and carriers, street vendors and counter sales	33,711	26,675
2. Mail subscriptions	393,623	422,160
C. Total paid circulation	427,334	448,835
D. Free distribution by mail, carrier or other means	18,063	18,338
E. Total distribution	445,397	467,173
F. Office use, left-over, unaccounted, spoiled after printing	37,491	36,108
G. Total	482,888	503,281

I certify that the statements made by me above are correct and complete.

J. R. COMINSKY, Publisher

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

We're proud of you.

America needs its graduate engineers.

There's only one problem.

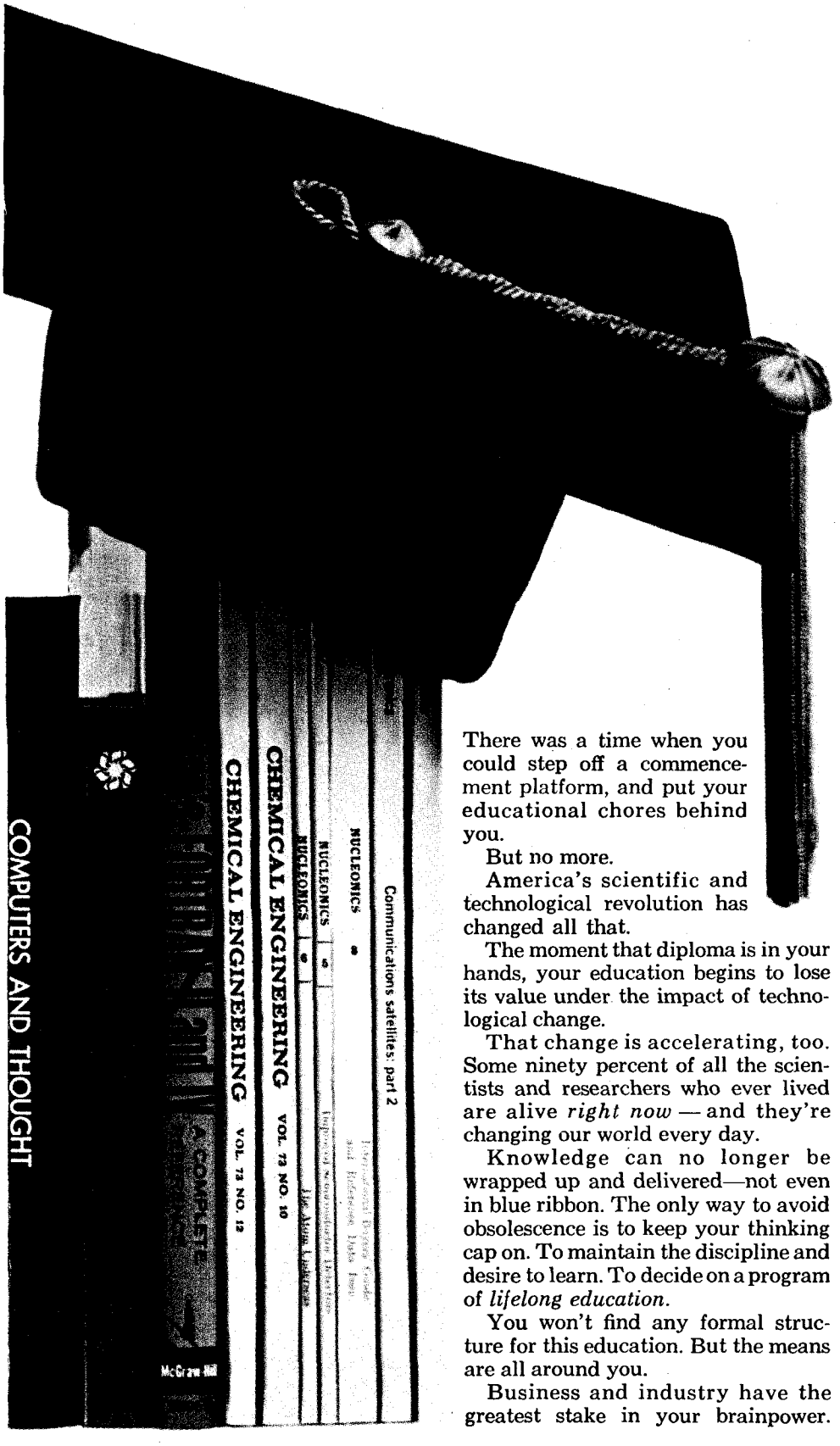
In the next decade, more than half of what you learned in school may be obsolete.

But there's something you can do about it...

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Keep your hat on.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



There was a time when you could step off a commencement platform, and put your educational chores behind you.

But no more.

America's scientific and technological revolution has changed all that.

The moment that diploma is in your hands, your education begins to lose its value under the impact of technological change.

That change is accelerating, too. Some ninety percent of all the scientists and researchers who ever lived are alive *right now* — and they're changing our world every day.

Knowledge can no longer be wrapped up and delivered—not even in blue ribbon. The only way to avoid obsolescence is to keep your thinking cap on. To maintain the discipline and desire to learn. To decide on a program of *lifelong education.*

You won't find any formal structure for this education. But the means are all around you.

Business and industry have the greatest stake in your brainpower. That's why they sponsor continuing programs of executive and employee education. Hundreds of companies actually send their key executives to school for advanced training courses.

Night schools offer adult education in subjects from Advertising to Zoology. There are local and national government courses, including those offered by the recent Manpower Training and Development program.

Going back to school is one answer. Reading is another.

Today, there are 4,500 scientific, technical, and business books published every year.

Today, more than 1,000 periodicals report the changes and developments in science, technology, and business.

Today, there's a wealth of instructive materials that use new techniques, including programmed learning, one of the most promising new tools in education.

For the recent college graduate, the importance of continuing education is clear.

But others have a stake in it, too.

If you're a businessman, a technician, an educator, a civic worker, or simply a citizen, your help is needed to provide the means, methods, and money for post-graduate programs.

There's nothing more vital to the future of our country than its brainpower. Continuing education is our best hope of developing it.

This is a changing, challenging, dangerous, and promising world.

If we want to survive in it, and thrive in it, we've got a lot to learn.

McGRAW-HILL, INC.
SERVING MAN'S NEED FOR KNOWLEDGE
330 WEST 42ND STREET, NEW YORK, N.Y. 10036

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

One reason you can call so many people for so little money is that Western Electric is part of the Bell System.

Many Bell "telephone neighborhoods" have grown tremendously in 20 years. Then, less than half of the Bell System's customers could reach one or more exchanges by making a "local" call. Today, 9 out of 10 can do so. More than a third of the calls handled as long distance then now go through as local.

One reason: Western Electric has continued to reduce the price of equipment it makes for the Bell telephone companies. How?

Cost reduction is part of our way of life. It includes a formalized program in which our engineers are checking out over 5,000 cost-cutting proposals, a continuing investment in new plant and equipment, and suggestions by thousands of employees on ways to save.

Result: today, the level of prices of the products we manufacture for the Bell telephone companies is 15% lower than in 1950.

We're as concerned as your Bell telephone company about keeping costs down. And about making your telephone service more dependable. Because, like your Bell telephone company, we're a unit of the Bell System, too.

Western Electric
MANUFACTURING & SUPPLY UNIT OF THE BELL SYSTEM

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Without Guns

Continued from page 21

will be much more difficult. So far, the Job Corps is the main social invention in this field. We must be still more inventive if universal service is to be a reality.

How does all this affect the draft? None of the above requires a revision of the draft, but without some revision no set of new programs could approach universal voluntary service. For the present draft selection and deferment system discourages nonmilitary volunteering. As one of the members of the Marshall Commission, Kingman Brewster of Yale, has said, it encourages a "cynical avoidance of service" by imposing "involuntary military service upon those who cannot hide in the endless catacombs of formal education."

Currently, uncertainty hangs over the lives of millions of men waiting until they are twenty-six or older to know if they must go into the army. A man who volunteers for the Peace Corps knows that he may still be drafted upon his return. He may be ready to spend two years of his life in some kind of service, but for many the prospect of a combined four years of service seems too long. If the call to military service, whether by lot or the present peculiar arrangement, could come for all men right after they were eighteen, then the shadow of uncertainty would be lifted. There still might be educational deferments for those called, but these would be real deferments involving a clear commitment to serve upon graduation. Those not called would be free to volunteer for nonmilitary service without the threat of being drafted later.

The President has gone further than this. On August 19, he said he was asking the Marshall Commission to consider this specific question: "Can we—without harming national security—establish a practical system of nonmilitary alternatives to the draft?"

If such alternative service were offered to the minority of men called in the draft —not imposed upon all young men but given as an option to the fraction of men called up to serve—this would be a quantum jump for volunteering. The recent Gallup finding suggests that the armed forces would be able to get enough men under this system. Serving in Europe and America, as most military men do, or even in Vietnam, might have more appeal to many than two or three years in American slums or Asian, African, or Latin American villages. (One proposal is for three years of nonmilitary service to be an alternative to two years in the armed forces.)

This step would still only mean "moving toward" universal service, as the President and McNamara propose. Two-thirds or more of the men subject to the draft, and all women, would be affected only if they chose to volunteer. The growth of volunteering might be only tenfold in the first years of the program—not the hundredfold increase required for truly universal service. A practical way to begin would be to increase the Peace Corps to Jack Vaughn's goal of 50,000, to turn VISTA into an organizing and supervising agency for another 50,000 domestic volunteers; to increase the Job Corps to about 50,000 and add a component of service to its work; and to begin a GI-bill kind of fellowship program for another 50,000 volunteers.

IF this happened, and the idea of volunteer service spread, those drafted into the Army would soon be the minority. Then, instead of talking about exemptions for Peace Corps Volunteers, we would find the problem turned upside down. It could be said that those drafted for military service were exempt from the system of universal voluntary service. In fact, if practically all young Americans came to feel the obligation to volunteer for some kind of service, the draft might be put out of business altogether. All the calculations of the high cost of putting the military on an entirely volunteer basis leave out the possibility of universal voluntary service.

How much would such a volunteer service program cost? Not as much in a year as one month of the war in Vietnam. Not as much as doing nothing—as failing to mobilize the talents and labor of the younger generation. Not as much as hiring professional teachers or social workers or construction men—if we could find enough of them—to do what these volunteers could also do. The cost may vary from a few hundred dollars per volunteer to the Peace Corps' annual per-volunteer cost of about $8,000. It is the cost of adding a year or two of essential public education for all American students.

This may seem high to Congressional armed service committees. Their legislative center of gravity is on defense rather than on matters concerned with education and development. Even Secretary McNamara might feel ill at ease making his case that defense is development before them—as ill at ease as Allen Ginsberg telling Congress about LSD. But Burke Marshall is a lawyer of far-ranging vision and he has a Commission of opinion-making men. They should appreciate the "fundamental question" that Secretary McNamara said he was asking:

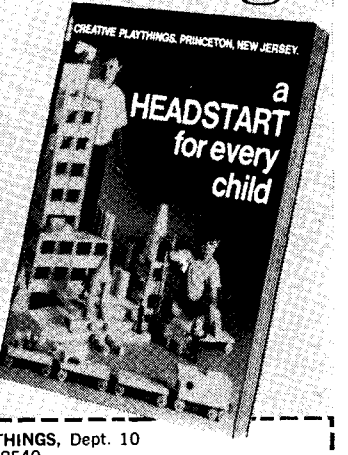
"Who is Man? Is he a rational animal? . . . He draws blueprints for Utopia. But never quite gets it built. . . . Coercion, after all, merely captures Man. Freedom captivates him."

43,000 schools ordered the

Creative Playthings

in this

Free Catalog



This child is looking through our Giant Magnifier. Perhaps she'll discover the pattern of her fingerprints . . . or the writing on a penny . . . or the geometric design in the center of a daisy.

Creative Playthings make play a learning experience, turn learning into fun. They give your child a headstart in the critical first 10 years—the peak learning years that shape all his years ahead.

At our Learning Center in Princeton, N.J., new Creative Playthings are constantly being developed. 43,000 schools use them. Now you can have them at home. Send for free catalog.

(Also available in fine stores.)

CREATIVE PLAYTHINGS, Dept. 10
Princeton, N. J. 08540
Please send me your free catalog.

Name_____

Street_____

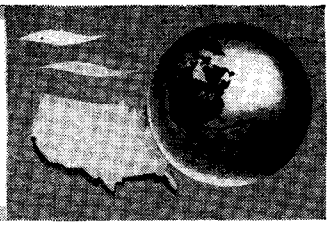
City_____

State_____ Zip_____

Westerners note: mail to Creative Playthings, Dept. 10, 5757 West Century Blvd., Los Angeles, Cal. 90045

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

As Others See Us



PARIS:

The Herald Tribune's Demise

IT IS WITH REGRET that French readers of the New York *Herald Tribune* will see the disappearance of a publication whose tendencies they did not completely approve . . . but which had always evinced great dignity and professional conscience. Henceforth, New York will provide only three morning dailies: the *Times*, the *Daily News*, and the *Wall Street Journal*. Not many for such a great city, which plays an equally great role in world affairs. —*Le Monde*.

HAMBURG:

The Acid Test of War

PRESIDENT JOHNSON'S Vietnam policy meets with ever more vociferous criticism. . . . For China, too, Vietnam is a test case, the acid test of a new kind of warfare, as Marshal Lin Piao stated in his policy-making essay of last September.

The Marshal, minister of defense and now evidently Mao's favorite disciple and successor, wrote in this essay . . . that the U.S.A. has made South Vietnam a testing-ground for the suppression of people's wars. The more the Americans escalate the war, he prophesied, the harder they will fall, the more conclusive will be their defeat. "Peoples in other parts of the world," he concluded, "will then see yet more clearly that American imperialism can be defeated and that they too can do what the people of Vietnam have done."

How do America's ideas on Vietnam look in comparison? They were . . . outlined by President Johnson . . . "We are not trying to wipe out North Vietnam," he said. "We are not trying to change its system of government. . . . We do not aim to annex one square inch of territory. Why, then, are we there? . . . Because we are trying to prove that their aggression does not pay."

If these two motivations—those of Lin Piao and Lyndon Johnson—are taken at face value it is impossible not to be surprised at those who so place their faith in the cliché, "warmongers are war criminals," that they are no longer capable of sober analysis. —*Die Zeit*.

"Catch"

LONDON:

Controling Inflation

PRESIDENT JOHNSON has for some time been resisting expert advice to increase taxation and cut government spending in the hope that influence applied at key points would do the trick. Beset by critics who blamed the Vietnam war for both inflation and stringency, he has sought to show that America can shoulder the burden out of growth without special measures.

Now things have reached the point where, with an election just ahead, it is less damaging to act against growing inflation . . . than to allow things to drift. He has not, however, imposed any fresh taxes, only withdrawn investment reliefs. It is doubtful whether by inveighing against tight money and high interest rates he will have any more influence on the hard facts governing the supply, demand and price of credit than the British Government has by bullying the building societies.

—*The Daily Telegraph*.

BUDAPEST:

West Looks East

THE VISIT TO BUDAPEST by the French and Danish foreign ministers expressed signs of one and the same political process. It is the process in which quite a number of NATO states . . . find themselves in opposition to the U.S. policy. . . . The trend in some West European countries to make themselves more independent of the U.S. policy goes hand in hand with another thing: the endeavor which gains increasing vigor in West Europe to build up and expand relations with the Continent's socialist states. —*Népszabadság*.

MOSCOW:

Neo-Colonialism in Latin America

THE ALLIANCE FOR PROGRESS . . . is simply a bluff. It is neither alliance nor progress. The widely advertised aid under its program . . . has not helped a single Latin American country bring its economy to order.

Washington had hoped by means of insignificant reforms from above to stop the revolutionary struggle of the Latin American peoples for their liberation. By way of small concessions the North American monopolies had hoped to preserve Latin America as a raw material appendage of the United States. . . . However, the myth of American aid was soon dispelled, and the Alliance for Progress was revealed in its genuine light as a carrier of the neo-colonialist

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

program of United States imperialism. . . . The past five years have demonstrated that through the Alliance the United States is helping not the Latin American peoples but itself.

—Prof. S. Gonionsky in the Komsomolskaya Pravda.

BOGOTA:

U Thant and the U.N.

U THANT will retire from the United Nations because of that organization's ineffectuality in relation to the Vietnam conflict. There is no other reason nor are there any other ways to explain it. With the presence of a war that directly threatens the peace of the world, the U.N. has been deliberately put on the sidelines.

Why? Very simply because Communist China . . . does not belong to the U.N. Also, because the United States has not made use of the tools that the U.N. offers to bring about a settlement of the Asian drama. *—El Tiempo.*

TORONTO:

Mohole's Sad End

THERE WILL BE MOURNERS all over the world because the United States has not found it possible to spend any more money on Mohole. Some of them will be scientists, and some of them will be those who believe that crossing a great frontier is still the most exciting adventure in the world. . . .

Mohole was going to be a hole off Honolulu that went six miles through the ocean and the earth's crust to the core of this globe. . . . A special drilling bit was to be used that would bring up nearly two-inch cores of the rock and other materials through which it passed without disturbing their structure. . . . Plunging through to the core, the scientists thought they might derive such knowledge of the activities of earthquakes and volcanic eruptions as to be able to predict them. . . .

But Mohole is not to be. The U.S. Congress has stopped it, so to speak, in mid-bore. . . . The United States has its reasons, but it is a sad abandonment of one of the last great adventures, and it invites the Soviet Union to lead again. Russia is engaged in similar geological explorations, and it is going ahead.

—The Globe and Mail.

PEKING:

Non-Proliferation a Hoax

THE COMPLETE PROHIBITION and thorough destruction of nuclear weapons are the objectives of struggle consistently persevered in by the movement for the prohibition of atomic and hydrogen bombs, and represent the common desire of the people of the whole world.

In order to achieve these objectives, one of the most urgent tasks at present is to expose and condemn the scheme of the two big nuclear powers, the United States and the Soviet Union, for holding negotiations in Geneva on the so-called non-proliferation of nuclear weapons. Non-proliferation of nuclear weapons simply means that only the United States and the Soviet Union are allowed to possess and develop nuclear weapons, whereas other countries which love peace are not allowed to develop nuclear weapons for self-defense. This is another big swindle.

—Liu Ning-I in the Peking Review.

RIZZOLI
International
Bookstore
Peter Novelli, Director
Books • Periodicals • Records • Objets d'Art
from around the world
712 Fifth Avenue, New York 19 • 245-0400
Open six days a week until midnight

THE BOTTOM OF THE SEA

A poem celebrating the mystery of the salt waters of the world in the life of man, and the challenge of the seventy-one percent of the surface of the earth to the sovereignty of any flag at any time since Adam and his sons observed the law of displacement

by A. M. SULLIVAN

To celebrate its 125th Anniversary, Dun & Bradstreet has chosen to make an extraordinary gesture from the world of industry to the world of the lively, living arts—by publishing a book-length poem in a richly illustrated, handsomely printed and bound, beautiful example of the bookwright's art. For all those who love the sea, and for those who cherish its poetry, this volume will be a rare achievement.

De luxe limited edition, 240 pages and illustrated in two colors by *George Suyeoka*, is available from your bookstore or directly from the publisher at $12.50.

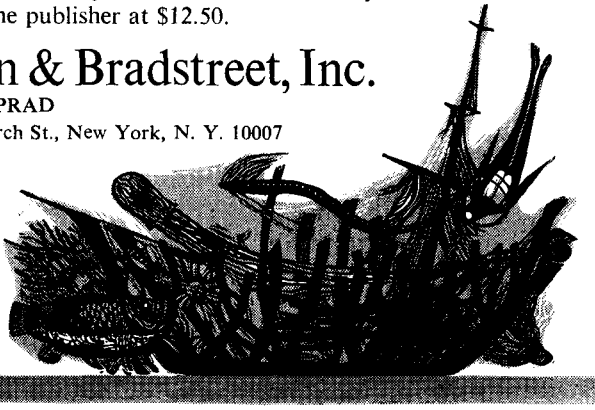
"I am exhilarated by this departure from ordinary tributes—involving days upon days of research and rare familiarity with books and persons who have brought the sea alive in their writings. *The Bottom of The Sea* is a beautiful achievement . . . a beautiful book."

MARIANNE MOORE

"Amazing skill and diligence, genuine feeling, and a wide reach of knowledge. I like poets who live life as well as write about it!"

MAX EASTMAN

Dun & Bradstreet, Inc.
Dept.: PRAD
99 Church St., New York, N. Y. 10007



PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Strauss's "Frau" Casts Her Shadow

NEARLY TWO WEEKS after its grand opening, the Metropolitan finally had an evening of grand opera of the quality to be expected in its new Lincoln Center home—and a grand evening of opera it was with the first New York performance of Strauss's *Die Frau ohne Schatten*. Originally scheduled to be heard during the opening series of pre-season productions, it was deferred from late September into early October. This, of course, was in a good tradition, for the very first performance of the work in Vienna in 1919 occurred a week later than originally planned.

Why this should be so, for those unacquainted with the work from performances in various mid-European cities (or Buenos Aires and San Francisco), was readily apparent once the production designed by Robert O'Hearn, stage-directed by Nathaniel Merrill, and conducted by Karl Boehm was fairly under way. It is, without question, the most demanding in stagecraft of any work that has earned even a semi-permanent place in the repertory. It shows Strauss, as the ready accessory to the imaginative flights of his poet, Hugo von Hofmannsthal, equally apt with the musical imagery to match his partner's verbal fantasy. The swift transitions of place and circumstance demanded by the script and brilliantly fulfiled in O'Hearn's endlessly fanciful décor would be so much technical sleight of hand were not Strauss able to produce, with a sweep of the tone-painter's brush, an aural transformation to match anything that could be conceived for the eye. It was, incidentally, self-evident reason why nearly fifty years had to elapse before a Metropolitan manager felt he had the resources even to attempt it.

All this is invoked on behalf of an allegory, or parable, that is embodied in the title. "The Woman Without a Shadow" is, more literally, a woman unable to bear a child. Hofmannsthal conceived her as a superhuman being, an Empress of an Eastern country whose father (a wizardly being opposed to the marriage) has decreed that if she does not cast a shadow—conceive a child—within twelve moons of her marriage, her husband shall be turned to stone. It is this dire plight which makes her descend to the human world in an effort to trade riches and wealth for a "shadow" with someone willing to barter such a common possession for her uncommon ones. Here arises the conflict, for Barak, the husband of the lowly woman who contemplates the bargain, desperately wants a child of his own. Tempted almost to desperation by the sight of her husband turning to stone before her eyes, the Empress eventually reaches the tortured decision that she cannot purchase her own, regal happiness at the expense of another's unhappiness. Miraculously, the act of renunciation endows her with the shadow she craves, restores her husband to her, and reunites Barak with his wife.

This is the simple, straightforward statement of the premise from which Hofmannsthal evolved his text, and a pretty one it is for an operatic range of emotions, situations, and eventual resolution. But, by the time he had woven a cocoon of symbolism, mythology, folk lore, and only Hofmannsthal knows what else around it, he had traded verbosity for simplicity and involution for directness.

Nevertheless—and rarely has a three-syllable word encompassed so much—Strauss drenched the subject with some of the freshest, sweetest, most heartfelt music he ever wrote. It brings together not only the vocal resources he had derived from *Rosenkavalier* and *Ariadne* (and *Elektra* and *Salome* before them) but also the orchestral artifices he had been storing up for decades before *them*. It is a miracle of instrumental delicacy as well as richness, with almost any tint or shade available to him at will. What he asks of his singers, particularly the female, is sometimes on the verge of inhuman, but even a second oboe would have a happy time playing his part of this superlative score.

THAT it came off as well as it did was a tribute to the quality of the artists Rudolf Bing assembled for this supreme undertaking and highest accomplishment of his Metropolitan years, and the knowing direction of Boehm. There has not recently been a better Empress than Leonie Rysanek, and she still retains the vocal strength at the top to drive home the clinching moments of the part, though some of the sound is shrill and the lower range uncertain. Christa Ludwig made a memorable accomplishment of the wife, and if Walter Berry, as Barak, did not show the kind of Sachs bass-baritone in his debut, he has a melting richness of his own to go with a wonderfully sympathetic projection of the part. James King surpassed, by much, his effort as Florestan last year to sing an Emperor of fine warmth and manliness. Irene Dalis was malevolence incarnate as the nurse who guides the Empress in search of her shadow, as William Dooley was as the emissary from the wizardly Keikobad. There was, indeed, not a single deviation from virtue in the long list of participants.

If it is conceivable for a conductor to have a good time with a problem of this complexity, Boehm is, clearly, that conductor. It was an evening all of movement, flow, and musical certainty, the kind that can be produced only by a man who knows the function of every note in a score and is not misled by the momentary temptation of an early climax to undercut the cumulative effect of a later one. And, if truth be known, he applied his comprehensive knowledge of the text to make a small incision here, another there (in addition to the standard, approved cuts), to eliminate some of the elaborations Strauss indulged in, thus making the whole more shapely.

However, he could not wholly eliminate the abstractions to which Hofmannsthal was tempted in Act III, and which Strauss pursued with less than total success (after the opening, heartwarming episode of Barak and his wife). At a point of danger, however, spectacle takes over, the orchestra rises triumphantly over the voices, and Strauss, the tone poet, asserts supremacy over words he frankly disliked in a summation that is quietly reminiscent of the end of Act II of *Die Meistersinger*—after tension, release; after the storm, calm.

That is in keeping with the richness of thought and the mastery of craft that makes *Frau ohne Schatten* not merely a summation of Strauss's own operatic achievement but of the whole canon of German opera as it existed to that time. The likeness to the *Magic Flute* is contained in the "tests" to which the pairs of principals are put until the cycle comes full circle; Barak, the dyer, is a Peter out of Humperdinck's *Hänsel und Gretel*, who sings with the voice of a Wotan, as the Emperor is a Parsifal-Siegfried; and what are the spiritual-material-mundane levels of the three worlds of Hofmannsthal but a parallel of the gods, humans and *Untermenschen* of the Ring, with the Empress's descent from on high a female Wotan seeking salvation from an earthly source? It is such considerations as these, embodied only in such music as a Strauss could write, that makes *Frau ohne Schatten* fascinating, and the present production of it a proud page in the Metropolitan's long history.

HEREWITH, too, a minority report on the generally praised production of Handel's *Giulio Cesare* at the New York State Theater to go with the fraction of the whole audience that left before the

(*Continued on page* 62)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

When you bring the beauty of stereo into your home...

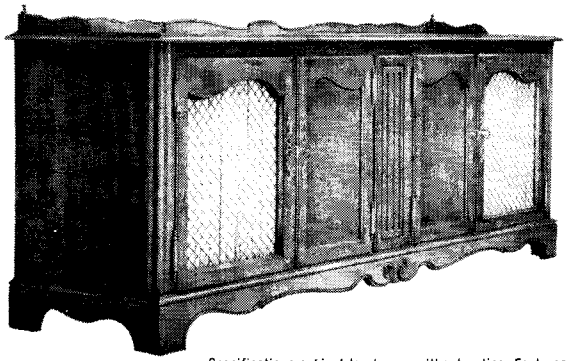
why not get the best

Before you buy any stereo, be sure to listen to the *natural sound* of new 1967 Zenith Stereo.

A totally solid state amplifier develops 320 watts of peak music power to bring you true-to-life sound reproduction at all ranges. A Zenith FM/AM, Stereo FM Tuner brings you new heights of selectivity. And the famous Zenith Micro-Touch® 2G Tone Arm makes it impossible for you to accidentally ruin a record.

It's all channeled to eight Zenith quality speakers (two giant 15″ woofers, two exponential treble horns, and four triaxially mounted cone-type tweeters) enclosed in a full-width completely sealed sound chamber—creating *a wall of natural sound!*

And because the skilled hands of professional cabinet makers have fashioned the world's most beautiful stereo cabinetry from select veneers and hardwood solids—new Zenith Stereo looks as good as it sounds. You'll find a complete selection of Zenith Stereo in many fine furniture styles at your dealer's now.



Featured above, the Milano, Italian Provincial styling, Model X962H. Lower left, the La Boheme, Country French styling, Model X954H.

Specifications subject to change without notice. Features described above available on many models.

ZENITH® *The quality goes in before the name goes on®*

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A Measure of Sinatra

DESPITE RUMORS to the contrary, no thunderclaps were heard when Frank Sinatra arrived on the national music scene in 1939. A matchstick of a man with a shock of curly hair, blue eyes, and Indian-high cheekbones dominating a memorably thin face, he joined Harry James's band after extensive freelancing in the New York area. Seemingly, still another pleasant, one-chorus, romantic singer of quiet interludes between instrumentals had been added to a faceless lot.

"But he had a quality; he touched people," recalls Johnny Richards, composer of the melody of "Young at Heart," one of Sinatra's biggest record sellers. "It wasn't something you could put your finger on. Yet each time he got up in front of Harry's band and sang, it happened; you could feel it."

From the outset Sinatra believed in the popular song as a vehicle for projection of feelings, and he thoroughly devoted himself to using it well. Like the many jazzmen with whom he had close contact during his six-month tenure with James and the subsequent two years within the Tommy Dorsey orbit, he sought to bring something extra to music. He dug for the meaning of each song, paying particular heed to enunciation and word shading, and he became concerned about breath control.

Night after night he heard trombonist Dorsey play long, mellifluous melody lines, sometimes extending to sixteen bars without obvious intake of breath. By applying the Dorsey concept to singing, Sinatra felt he could give more graphic and affecting readings of the lyric stories of songs. Much like a boxer in training, he expanded the capacity of his lungs by swimming and running, developing to the point where with one breath he could take in almost 40 per cent more air than the average person. This, and his having learned to breathe through his nose while singing, brought a floating, easy feeling to his work. The vocal line, even on some of his Dorsey-RCA Victor recordings, seemed to flow unimpeded from one natural pause in the song to another. He worked carefully, thoughtfully, utilizing silences and glissandi for dramatic effect. Songs assumed graceful shapes.

All of this became more apparent after Sinatra left the Dorsey orchestra to go out on his own. He recorded a series of songs for Columbia, including "That Old Black Magic," "Sunday, Monday, or Always," "Nancy," and his theme, "Put Your Dreams Away," against a cushion of vocal or instrumental sound romantically arranged by Axel Stordahl. Touching, in a wistful manner, upon things of which dreams are made, he caught the country's fancy. The timing was right. Young girls were lonely. Men in the service sought a voice that spoke the language of fantasy, hope, and home. The young Sinatra, personifying the boy next door, filled a need. More importantly, he caught the temper of the times and its youth.

The type of material he recorded through the 1940s and the manner in which he sang supported his fantasy-youth image. He sounded shy rather than sure as he asked, yearned, for love. (Remember "Five Minutes More"?) The youthful sound of his voice in combination with his curiously believable lyric readings and unflagging dedication to musical detail, even his manner of dress—the casual sports coats and floppy bow ties—further defined this image.

As we turned the corner into the 1950s, there was a downward glide in Sinatra's fortunes. His voice began to slip away. Other singers, particularly the emerging Billy Eckstine, took his place in the affections of the public. The bottom seemed to have fallen out. Love ballads weren't selling as well as before. The music business had moved into a period of transition. Novelty recordings occupied top slots on the popularity charts. Sinatra, the romantic balladeer, was out of step and fast losing ground.

A Partial Discography

Frankie and Tommy—RCA Victor LPM 1569.
The Voice—Columbia CL 743.
Frank Sinatra's Greatest Hits: The Early Years—Columbia CL 2474.
The Frank Sinatra Story in Music—Columbia C2L-6.
A Swingin' Affair—Capitol W 803.
Only The Lonely—Capitol W 1053.
Ring-a-Ding-Ding—Reprise R-1001.
Sinatra and Strings—Reprise R-1004.
Softly (As I Leave You)—Reprise F-1013.
The September of My Years—Reprise F-1014.
Sinatra: A Man and His Music—Reprise R-1016.

—*Wide World.*

Frank Sinatra — "the lines show in the voice."

There is nothing as outdated as a fallen champion. Sinatra tried television with varying results. He couldn't "buy" a hit record. An engagement in this period at New York's Paramount, the site of past triumphs, was indicative of the situation: The people just didn't come.

Then, after the release of his first Capitol records in 1953, the darkness that had hovered over Sinatra's career began to lift. The tempo of his life changed, and so did the tempo of his songs. He who had never sung rhythm songs with any great distinction made them the staff of his presentations. Nelson Riddle, Billy May, and others helped establish a more liberated Sinatra. Their arrangements pulsed and kicked, and Sinatra moved around within them with an abandon unknown during his association with Columbia Records. He took chances, improvised, sometimes changed lyrics to suit himself, experimented with rhythms. And always, as in *A Swingin' Affair* (Capitol W 803), the prototype album of the new Sinatra, there was swaggering strength, grabbing you by the lapels. Sinatra had become a finger-snapping, jazz-oriented swinger who sang about things the way they really are, using standards as his medium—his voice deeper, more flexible, tougher, less perfect. Little Boy Blue had faded in favor of a more realistic figure—the guy on the block who hung out on the corner, then left town and made it.

What had remained latent during the early years—the man himself—came

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

through. Sinatra's work in other creative areas, particularly following his Academy Award-winning performance in *From Here to Eternity* (1953), reiterated the feeling established on records. In films he was our Pal Joey, the man on the town in *The Tender Trap* and *Come Blow Your Horn*, an Army major in *The Manchurian Candidate* . . . but unmistakably Sinatra.

Time and trouble, it would seem, had informed him and lent depth to his work. But, because the taste of comeback remains pungent years after the fact, there have been excesses—carelessly recorded performances and some films made with his friends (Dean Martin, Sammy Davis, Joey Bishop, etc.), which seem little more than home movies for public consumption. For all this, the size of Sinatra the artist is inescapable. When he cares, the results can be particularly moving.

Sinatra's fiftieth birthday late last year was the occasion for the release of a two-record set and a ballad collection worth savoring. Not intimidated by the passage of time, he pauses to talk and take stock of his career on *Sinatra: A Man and His Music* (Reprise R-1016), which contains recent remakes of his most popular recordings. He moves from his James hit, "All or Nothing at All," through Dorsey highlights such as "There Are Such Things" and "I'll Never Smile Again," through "Young at Heart" and "Witchcraft," to "Softly as I Leave You," "My Kind of Town," and "September of My Years."

For those of us over thirty, this retrospective package stirs memories and makes for contemplation of our youth. But the music and its interpretation do not trap the listener in a net of nostalgia, as is typical of projects of this genre. On the contrary, the set gives a true picture of the contemporary Sinatra. The lines show in the voice; the softer contours are gone. In lieu of youth, he offers experience, illuminating the inner nature of his songs as only a veteran can.

On *The September of My Years*, the second album in question, Sinatra muses on the private side of his past, thinking aloud via songs by Cahn and Van Heusen, Gordon Jenkins, Ervin Drake, Strouse and Adams, Wilder and Engvick, Bart Howard, Don Hunt, and Weill and Anderson. From all indications, this was a "special" album for him. There are few, if any, mistakes. Notes are beautifully sustained; melody and lyrics meld in the creation of telling vignettes. Given a free field within Gordon Jenkins's spare arrangements, he sings with facility and with the depth of feeling of one who cares, respects his art, himself and his audience. Listen to Drake's reflective "It Was a Very Good Year"; it is indicative of the flavor of this album—in sum, a measure of Sinatra.

—Burt Korall.

Benchley's Bushmen

ROBERT BENCHLEY III is following a path his distinguished grandfather, who always was full of abandon and hurrah, probably would have approved. He is fifteen going on sixteen; to his parents' alarm, he next will be seventeen and even more uncontrollable. A boy with the trunk of a professional wrestler, well-haired and blonde-thatched, overcome by the energy he gets from such breakfast foods as Knittels, Pablums, Scorches, Frisbies, and the like, he cannot find anything better to do than to be the leader of a rock 'n' roll, rhythm 'n' blues, western 'n' country band called The Bushmen.

This organization plays gigs in the New Canaan - Darien - Norwalk - Pound Ridge-Broad River area of Connecticut. It is a defiant crew. It plays nothing original. Everything it knows it has learned from records. The lads in it take a certain strange pleasure from that. They do not mind being imitative of other, more successful groups. Robbie says with pride, "Why, last year we earned $200 on jobs." When asked why the group has not developed any music of its own, he shrugs and, with the present-day teen-ager's inviolate coolness, says, "Well, we've been *too busy* practicing the music we *hear*." There are two implications to be drawn from this: The boys are too timid to venture into creativity, or they are unimaginative.

Having heard The Bushmen, I do not believe the latter premise. All of them are good musicians, in their own surfing ways. Yet they do take time off from their gliding activities, at sea or on land, to teach themselves to play instruments and to make interesting sounds. Perhaps I ought to qualify that last statement. The sounds are interesting because I cannot tell where they came from. I am not sure that I want to.

"Robbie has been listening to music all his life!" his mother cries, in tones that would make his electric guitar run for shelter.

"Debussy?" says Robbie. "Who's *he*? No, I never heard of anybody named Ravvle." He meant, of course, Ravel.

I am more prepared to believe the son than the mother. The boy never has listened to anything, consciously. But she may be right in that he has been surrounded by music and unconsciously has absorbed a good deal of it. Sounds are echoing in his head, and he is trying to reproduce them. This gives his parents, not to say Rupert (their dachshund), some aural disturbance. Oh, perhaps not disturbance. Some nettling.

Mrs. Benchley always has either the radio or the phonograph going. It is hard to be in her house without being assaulted by Martin Block, Herb Oscar Anderson, or WQXR. This is a pain in both ears to guests, but I suppose that if it has given the boy a firm base in both classical music and pop, and has enabled him to do something creative, it should not be knocked.

The group got together about a year and a half ago—almost two years from this coming Thanksgiving. A couple of kids in the Silvermine Road-New Canaan neighborhood got guitars and began messing around with them. This is in the tradition of the great jazzmen of our time. Eddie Condon learned to play the banjo by messing around with it. Nobody ever taught Pee Wee Russell how to play the clarinet, and as far as I know neither Bix nor Parker had any lessons. Erroll Garner still does not know how to read music, and I would bet that if one cast a handful of stones into the Count Basie band, at least four of them would pock men who play more by intuition than professional knowledge.

Jazz is felt more than learned. It was Fats Waller who said, "Man, if you don't know it, don't try it." What he actually was saying was the Louis Armstrong line: "It don't mean a thing if you ain't got that swing." Louis sang a number of other lines beyond that one, but I believe I will leave them to Nat Hentoff to reproduce.

Back to the boy, Mr. Benchley III. "I got this folk guitar a couple of years ago," he said.

"What is a folk guitar?"

He gave a shake, not unlike that of Rupert, the dachshund. "Unelectrified."

"Unelectrified?"

"Yup." His eyes were downcast. "I started messin' aroun' with it. Then Dad gave me the money to buy an electric one. Then there was a guy or two in the neighborhood, or aroun' here, they were playin' guitars, too, and we started sittin' aroun' and playin' together."

"What for?"

He gave another dachshund-like shrug. "For fun."

The Bushmen is one of several bands, if the euphemism will be excused, in this area. They are joined in contest sometimes with groups called The Intruders,

(*Continued on page* 62)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

RECORDINGS REPORTS: JAZZ LPs

PERSONNEL, DATA	REPORT
John Anderson: *Time Will Tell.* Anderson, arranger and conductor, with big band. Tangerine TRC 1506, $3.98; stereo, TRCS 1506, $4.98.	Anderson's eight arrangements are ambitious, exciting, colorful, and well executed, but the recording does not always do them justice. With a few important exceptions, the composition of his band will not surprise those familiar with the Los Angeles recording circle, but its performances should. Although one or two suffer from exoticism, most are delivered with such zeal and conviction as are rarely forthcoming from a studio band. "Flame On the Desert," which features a relaxed Harry Edison, and "Time Will Tell" are especially recommended. Among the other soloists heard are Bobby Bryant, Teddy Edwards, Jack Wilson, and Barney Kessel, but personnel data and solo identification on the liner are incomplete.
Kenny Burrell: *The Tender Gender.* Burrell, guitar; Richard Wyands, piano; Martin Rivera, bass; Oliver Jackson, drums. Cadet LP 772, $4.79; stereo, LPS 772, $4.79.	The album opens with an attractive Burrell original entitled "Mother-in-Law," on which he improvises rebelliously as Wyands repeats a mournful, cautionary figure. "Hot Bossa," which follows, is well titled and strikingly different from the cool delicacy of his "People," an unaccompanied guitar solo. The whole set, in fact, is a good example of intelligent planning. Just as Burrell contrasts chordal "ensemble" passages with single-string solos, so does he contrast a strong, rhythmic approach to the blues with a gentler—but not insipid—approach to ballads. Cadet has also reissued as *Man at Work* (769) the album originally known as *A Night at the Vanguard* (Argo 655). Recorded in 1959 with Richard Davis and Roy Haynes, Burrell plays well, but with less ease and assurance than on the new set.
Ray Charles: *Ray's Moods.* Charles, piano, organ, and vocal, with The Raelets, orchestra and chorus. ABC-Paramount ABC 550, $3.79; stereo, ABCS 550, $4.79.	Although now designed for a wider public than that of jazz and the blues, Ray Charles's albums continue to hold much that is of interest. Each side opens with an only mildly amusing comedy number, which is followed by strings and sentimentalities from the cowboy country. Then the record improves. "By the Light of the Silvery Moon" is guyed as Charles sings against a chorus straight out of a Victorian musical. "You Don't Understand" is a mean blues on which The Raelets chant the one word, "Baby!" to severe and maximum effect, the leader swooping in falsetto meanwhile like B. B. King. Except that a chorus is employed briefly and wordlessly, "Chitlins with Candied Yams" is a stirring instrumental on which Charles plays both piano and organ. The unidentified guitarist on this is heard to even better advantage in a convincing interpretation of "It's a Man's World."
Sammy Davis: *A Man Called Adam.* Davis, vocal; Louis Armstrong, vocal and trumpet; Nat Adderley, trumpet; Mel Torme, vocal; with large and small bands arranged and conducted by Benny Carter. Reprise R-6180, $3.98; stereo, R9-6180, $4.98.	These excerpts from the movie soundtrack include good performances of "Someday Sweetheart" and "Back of Town Blues" by Louis Armstrong's All Stars with the late Billy Kyle on piano and Jo Jones on drums. A couple of songs sung by Davis are in better taste than Torme's hippy version of "All That Jazz." As the star's musical "ghost," Adderley is heard abundantly on the other tracks, but it is a pity that none of his chases with Bill Berry (ghost for Frank Sinatra, Jr.) have been included. Kai Winding, Junior Mance and probably Seldon Powell are the soloists on "Soft Touch." This, "Night Walk," and a graceful ballad, "Claudia," are the most engaging themes from Benny Carter's extremely appropriate score.
Erroll Garner: *Campus Concert.* Garner, piano; Eddie Calhoun, bass; Kelly Martin, drums. MGM E 4361, $3.79; stereo, SE 4361, $4.79.	A typical Garner program, recorded live at Purdue University, this is made up of "Indiana" (a breakneck flagwaver), "Stardust" (slow and ruminative), "Mambo Erroll" (a Latin boogie), "Lulu's Back in Town" (carefree abandon), "Almost Like Being in Love" (happily romantic), "These Foolish Things" (sophisticated emotion), and "In the Still of the Night" (up-tempo restlessness). One knows by now what to expect from this gifted pianist, and he does not disappoint. Moreover, he can still surprise, and not only in his imaginative introductions. He swings on the last title, for example, with thrilling intensity. It is a pleasure, too, to hear a piano trio in which the bassist and drummer are employed as accompanists, and not as soloists.
Johnny Hodges: *Alto Blue.* Hodges, alto saxophone; with sextet, septet and nonet. VSP 20, $2.49; stereo, S-20, $2.49.	These recordings date from 1958, when Norman Granz knowingly teamed Hodges with congenial spirits like Roy Eldridge and Ben Webster. The drive and common emotional warmth of their playing resulted in a number of exemplary jazz performances, five of which are gathered here. By means of sly emphases, repetitions and humor, Hodges delivers a particularly persuasive "sermon" on the long "Preacher Blues." A sixth track is excerpted from a jam session with Lionel Hampton and Oscar Peterson, and this again contains good work by Eldridge and Webster as well as Hodges. Another reissue, *Johnny Hodges and All the Duke's Men* (VSP-3), largely consists of familiar numbers by the full Ellington band with Jimmy Jones at the piano, but the most rewarding is "Saturday Afternoon Blues," which also happens to be a 1958 recording with Eldridge and Webster.
Red Holloway: *Red Soul.* Holloway, tenor and alto saxophones; George Benson, guitar; with, on first side: Lonnie Smith, organ; Charles Rainet, bass; Ray Lucas, drums; on second side: Norman Simmons, piano; Paul Breslin, bass; Frank Severino, drums. Prestige 7473, mono and stereo, $4.79.	On tenor saxophone in the organ group, Holloway adopts a hard tone and some of the mannerisms associated with rock 'n' roll. For the opening ballad on the reverse, he plays alto and reveals a very different aspect of his musical personality—smoother, more lyrical and more sensitive. His tenor is more restrained on this side, too, and the better for it, but "Good and Groovy" on the first side is an outstanding performance, one for which the record must be recommended. Here Benson and Smith complement one another superbly as each in turn comes into the foreground. Benson is consistently interesting, as on his recent Columbia album (CL 2525).
Red Levitt: *Forty-Second Street.* Levitt, arranger and trombone; Bill Berry, trumpet; Buzz Renn, George Marge, Gene Allen, reeds; Sy Johnson, piano; John Beal, bass; Ronnie Bedford, drums. RCA Victor LPM 3615, $3.79; stereo, LSP 3615, $4.79.	Levitt continues to write with uncommon skill for an octet in which Bill Berry has taken Rolf Ericson's place. Perhaps it is because long solos are the rule nowadays that the performances seem almost cluttered with orchestral incident. Most of the solos are short, and there are certainly plenty of novel ideas and voicings for other arrangers to feed upon. The humor is either more subtle or better integrated than before, although the vocal tag to "About a Quarter to Nine" might profitably have been left in the tape-editing room. Anyone with a penchant for "the top movie melodies of the 1930s" is liable to be more than a little surprised by the transformations they have undergone here.
Bennie Moten: *Bennie Moten's Kansas City Orchestra, 1923-1929.* Moten, piano; with groups of five, nine and eleven musicians; Ada Brown, Willie Hall, vocals. Historical Jazz 9, mono only, $5.00.	Recorded in St. Louis, Kansas City, and Chicago, these performances represent the rude beginnings of the Moten band, whose flowering was illustrated on Victor's LPV 514. Their value is often more historical than musical, but it is instructive to compare the band with King Oliver's in the same year (1923), to realize that Lamar Wright, who played the firm lead horn then, still fulfils the same function in New York today, and to recognize the similarity between the use of Bus Moten's accordion with that of the organ in contemporary big-band settings. A further volume in this unusual series, *Chicago South Side* (10), is devoted to rarities by small bands of the twenties and early thirties, clarinetists Noone, Simeon and Dodds being featured besides Louis Armstrong and Earl Hines. —STANLEY DANCE.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

"The Men that God Made Mad"

FIFTY YEARS and two world wars ago the final Irish uprising began, to end in victory and a free Ireland in 1922. There had been other uprisings in 1798, 1867, and every now and then until Easter Week of 1916. In that week of holy national pride an uprising reached proportions the British absentee landlords could not ignore and, though the heroes of 1916 were put down in bloody contest with the Black and Tans, Irish liberty and nationhood were now inevitable. They came six years later, the Great War their catalytic agent and Lloyd George their patron.

The album, *The Irish Uprising: 1916-1922* (Columbia LP-32-B5-0001), celebrates the great deliverance in ballad and jig music, interviews with survivors, and excerpts from speeches by surviving leaders of the uprising, including President Eamon de Valera, once sentenced by the British to die as a revolutionary. Much of this was recorded live in Dublin, and the pressings are accompanied by a 164-page book—a product of the Macmillan Company — loaded with excellent gravure pictures of the fateful six years. The project is part of the CBS Legacy Collection, whose previous issues have included part of *The Revolution, The Confederacy, The Union, John Fitzgerald Kennedy . . . As We Remember Him,* and *The Mormon Pioneers.*

Almost all of the albums in the series have made first-rate listening, and *The Irish Uprising* is no exception. The reasons, as in earlier cases in the series, are twofold.

First, the voices used are not operatic but folk, their bell-like quality enhanced and not diminished by an occasional quaver and departure from pitch. The names of the songs and ballads again tell the story: "The Bold Fenian Men," "The Rising of the Moon" (the tune is "The Wearing of the Green"), "Wrap the Green Flag 'Round Me Boys," "Who Fears to Speak of Easter Week," "Tipperary So Far Away," "Down by the Glenside," "The Foggy Dew," "The Dying Rebel," "Grand Oul' Dame Britannia," "Shall My Soul Pass Through Ireland," and "The Soldiers Song" which has now been designated the national anthem of Ireland.

Of these tunes, most of them lilting, many of them pure folk music, by far the most beautiful is "Down by the Glenside," a nostalgic salute to the rebels of 1867; the most stirring, "Grand Oul' Dame Britannia"; and the liveliest, "The Boys From County Cork." How this correspondent, whose paternal grandfather came from Bantry Bay during the Great Hunger of 1849, could have missed such rousing music and a line that goes "the boys that beat the Black and Tan were the boys from County Cork" is beyond knowing. Most of the music is sung by piping Irish voices in the great folk tradition, the accompaniment often being lonely fife or fife and drum, sometimes with guitar, accordion, or harmonica added, and usually with bagpipes in the background when there is talk instead.

Eamon de Valera (center) "once sentenced to die as a revolutionary."

And point two in the album's favor is that the talk is good. President de Valera's fortieth anniversary speech punctuates the music nicely and Charles Kuralt of CBS News narrates but never gets in the way of the ears. Original voices of those few lucky enough to have survived the triumphant debacle of Easter Week 1916 are unmistakably Irish, and the emotional quaver kosher. You have but to listen for a few minutes before recalling G. K. Chesterton's great stanza:

For the great Gaels of Ireland
Are the men that God made mad,
For all their wars are merry,
And all their songs are sad.

—RICHARD L. TOBIN.

Coming November 12
***SR*'s Fall Books for Children**

We're full of it!

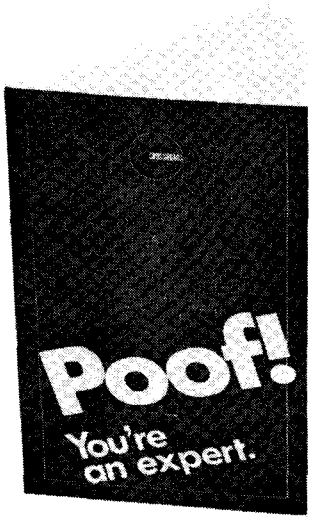
Inside information on music, that is. And you can be full of it, too.

Get smart. Bone up on background. And embarrass your wiseacre friends the next time cocktail-party conversation turns to music.

Send for The Crossroads Digest of Musical Minutiae. No Beethoven-Brahms-and-Bach-ophile will ever bully you again.

Wise up. With this.

For once in your life, would it kill you to clip a coupon? (It's even free.)



Gentlemen: I'm sick and tired of having the conversational sand kicked in my face. Rush me "POOF!—YOU'RE AN EXPERT" and I'll show the world!

NAME_____

ADDRESS_____

CITY_____

STATE_____ ZIP CODE_____

This ad is brought to you as a public service by Crossroads Records, the most exciting new name in music.

CROSSROADS Records, P.O. Box 748
Port Washington,
New York 11050

SR

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Benchley

Continued from page 59

The Fiendish Thingies, The Midnight Judges, The Rogues, The Country Gentlemen, The Barnyard, and The Dead. These lads play songs with titles such as "Boys," "Well-Respected Man," "Point Panic," "Get Off My Cloud," "High Heel Sneakers," "House Of The Rising Sun," "Beethoven," "Slow Down," "Route 66," "She Said Yeah," "Baby's In Black," "Walkin' The Dog," "Another Girl," and "Off The Hook."

The personnel of The Bushmen consists of Benchley, leader and lead guitar; Tom Adams, rhythm guitar; Ned Dominick, bass guitar; Don Hayes, drums; and Kevin Weaver, who blows harmonica, serves as a background singer for Pat Daily, the band's regular vocalist, and incessantly shakes a tambourine-like instrument called a "ching-a-ring." The ching-a-ring has no hide on it like a regular old-fashioned gypsy tambourine. It is a naked apparatus made entirely of metal. It is rhythmic in the effect it produces, and it can be made to sound horrendous if it is shaken hard enough.

The songs—those listed above and the fifty-odd others that The Bushmen play—are as naked as the ching-a-ring. Nearly every number features a vocal by Pat Daily, with Kevin Weaver—and, for that matter, the rest of the band—sometimes chiming in. Most of the songs they play are sad or angry. They do not seem to know any happy music. It is as though they always are getting back at their parents, teachers, preachers, and that lot, or trying to show those elders that they, too, have feelings.

One night recently I went to hear The Bushmen as they were playing in Broad River, New York, in a community hall that is a converted church. The music was intelligible; frighteningly so. But I could not understand any of the words of any of Pat Daily's vocals. He held his mouth close to the microphone as he shouted them in a voice that was not unmelodious but hardly was intelligible. "How come I can't understand anything he says?" I asked Benchley III. He giggled and had himself another Rupertian shake. He did not explain it until later.

On the job, these children, the oldest of whom is seventeen, conduct themselves with the dignity of a sextet from Juilliard. They are intensely serious about their music, as can be seen in their rather stiff demeanor, their cleanliness, and their stonily somber faces. What is so wondrous is that they sometimes play numbers that first were heard by me in my childhood thirty-five years ago on the "race" records made by various companies for the Negro trade, done by such artists as Brother John, Big Bill, Johnny Temple, and—my all-time favorite—Peetie Wheatstraw, The Devil's Son-in-law. None of these boys ever heard any of these records. When I asked them if they ever had, they looked as though I were asking if they had been there when Charlton Heston came lumbering down the mountain with the tablets.

It is far too easy to assume that the artists they imitate, after listening to current records, heard those old "race" sides. None of them ever did, I am sure, for none of the imitated is much older than these kids. Knowing the present crop of agents and personal managers, I am not prepared to say that they took time off from munching sandwiches and drinking iced coffee to go out and get some of the old records for their clients to hear and imitate. They couldn't be bothered with anything as diligent as that.

What is even more wondrous is the series of Debussyian and Ravelian overtones that come up from time to time in solos by young Benchley and his compatriots. On the night I went to hear them at Broad River, the young man went into a solo lasting three choruses which could have been a respectful parody of Ravel. It was done on the framework of a song called "I'll Follow The Sun," and it was excellent. "I'll Follow The Sun" bears as much resemblance to anything written by Ravel as my writing does to that of Henry James, but nevertheless Ravel was present in the boy's attempt—and so were Big Bill, Johnny Temple, and the rest.

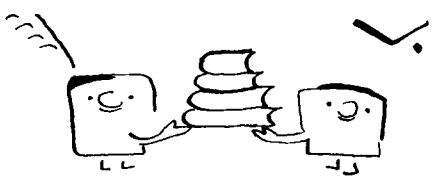
All very mysterious. Throughout the country, kids are doing what The Bushmen, The Rogues, and The Dead are doing. Even more mysterious is their unwillingness to express themselves in lucid terms. Not one word uttered by the boys in these combinations can be understood by the average adult, even one of more-than-normal alertness and sensitive hearing.

"Why can't that young rascal make himself heard?" I asked Robert Benchley III after the Broad River date.

"He does," he said, "to us." He was putting away his electric guitar, but he rose from that chore and gave himself a fourth nice shake. "If you want to know the truth, when there're parents present, he kind of leans into the mike because the words are too dirty."

Poetry is not invented, J. D. Salinger once said, it is *found*. The same can be said for these kids' music.

—Richard Gehman.



Music to My Ears

Continued from page 56

opening performance of the City Opera's fall season was concluded. It is, of course, customary to genuflect at the mention of "Handel" and "opera" and echo the common lament that they are performed all too seldom. There is, however, a profound difference between performance and recreation which was all too often evident in this high-minded endeavor.

For my taste, the production scheme of Tito Capobianco, ingenious though it was, did not solve the problems of monotony (a shapely monotony, but a monotony nonetheless) inherent in a score in which arias alternate with choruses and choruses with arias. The unit set conceived by Ming Cho Lee was typically economical and well proportioned, the central structure in the form of an X providing several playing levels on which the chorus could be arranged above or around the principals. It also provided floor space in which the dance group, cleverly conceived by Capobianco to give a semblance of action where there is none in the original, could perform.

The core of the matter is that Handel's vocal writing in *Cesare*, for all its frequent beauty, tends to fall into two categories: fast and slow, further subdivided into spirited or sad. The problems of investing them with character and other shades of meaning are entrusted to the performers, of whom Beverly Sills, as Cleopatra, was by much the best in this group. She has mastered the technical requirements of the part, and if the voice is not an impressive one, what she does with the trills and embellishments is. Norman Treigle, whose Caesar has stature as well as firm sound, shares the common problem of most low voiced singers today in lacking florid technique. Maureen Forrester, borrowed from the concert stage to sing Cornelia, produced her usual succession of beautiful sounds in which verbal values were as obscure as dramatic ones. The list of principals was completed by Beverly Wolff, a rather undersized Sextus (Cherubino should be a very good part for her).

As an intermediary between all the other factors involved, Julius Rudel directed an admirably concise and well shaped performance of the orchestral score, also putting himself out to engender the spirit lacking in some of his singers. Baroque opera is admittedly a special case: My complaint is that Rudel did not argue it persuasively enough to win over those previously undisposed in its favor. To judge from the enthusiasm generated by most of those present, the verdict was on the order of eight for, one against.

—Irving Kolodin.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Artificial Resuscitation

AT FIRST GLANCE it would seem that George S. Kaufman's and Edna Ferber's 1932 comedy, *Dinner at Eight*, could be as successfully revived as was *You Can't Take It With You* last season. Both of these plays capture the flavor of periods we recall with some nostalgia, and both gently satirize the foibles of typical characters. Unfortunately, Sir Tyrone Guthrie's production of *Dinner at Eight* emerges as far less genuinely entertaining, a spotty series of vignettes sprinkled with ineffectual attempts at humor.

One suspects that Guthrie may have underestimated the difficulty of mixing the play's small number of easily satirized types with so many more who are not. Nor does the director appear to have resolved the problem presented by the plethora of plot details that have lost their dramatic vigor through use and reuse in so many B-movies. Not that these clichés are untrue. Well-bred young ladies still prefer philandering glamour boys to honorably intentioned young conservatives. Wives still stick to decent husbands whom they know to be occasionally unfaithful. And gentlemanly businessmen are still easy prey to dog-eat-dog operators. But this truthfulness in the script makes things more rather than less sticky. For one cannot quite spoof the plot, nor can one present it straightforwardly as if the modern audience could look at it with 1932 eyes.

Of the performers, only one seems to have found a suitable style. As a social matron completely engrossed in the ridiculous task of achieving a successful dinner party, June Havoc is superb. She squeaks, she flutters, she has hysterics, and is completely oblivious of the desperate crises through which she cuts her way to the most superficial objective.

Some of the others, such as Arlene Francis, Ruth Ford, Mindy Carson, and Jeffrey Lynn, seem wasted in skimpy roles. And others appear to be working in isolation at a kind of portrayal that doesn't fit into any discernible entity. Walter Pidgeon is natural and affable as a patient husband. Robert Burr is exaggeratedly grotesque as an unscrupulous tycoon. Pamela Tiffin puts on a tinsely cheapness as a sexpot wife. And Darren McGavin creates a bold, bravura portrait of an alcoholic silent-film star on the skids.

More effective, perhaps, are some of the lesser characters who can shine briefly without worrying about sustaining a style. Thus Phil Leeds, Blanche Yurka, Judith Barcroft, April Shawhan, Lucille Patton, and Daniel Keyes manage to be mildly memorable.

David Hays's economical settings suggest the period, as do Ray Diffen's slightly satirical costumes. But despite Guthrie's good intentions, Miss Havoc's blessed arpeggios, and a few nice inside jokes about show business, *Dinner at Eight* is all at sixes and sevens.

STRANGELY enough, *Help Stamp Out Marriage!* seems to be a revival, though in fact it is not. For this new British farce uses a dated and shallow approach to play with, but not really penetrate, the modern phenomenon of casual adultery, British style.

Under George Abbott's direction, it extracts plenty of quick laughs from a situation in which a husband discovers that his wife has been putting him through a dreary diet of art films for three months so that her girl friend can deceive a married man, who visits her there every Friday night, into believing that she is a married woman. A few more laughs come out of the wife's discovery that her husband is carrying on with a teen-age girl who works as a petrol-pump attendant. An elevator in which various combinations of bedmates just miss bumping into others who use the stairs adds to the gaiety.

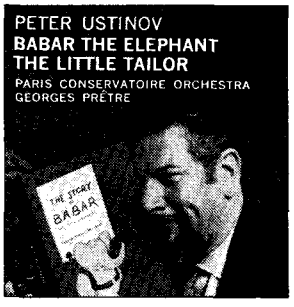
Nevertheless, the game grows tiresome and the participants unsympathetic. Possibly this is because playwrights Keith Waterhouse and Willis Hall have, from the start, accepted a patently artificial tone that does not permit them to find an inner rationale beyond sexual gratification for their characters.

This commitment to artificiality is unfortunate, because on several occasions the new farce stumbles across ironies that could have been profitably pursued. For instance, the "other man" feels obliged to refuse a drink because he only felt justified in drinking his host's Scotch when he had been under the impression that he was committing adultery with his wife. And most significant of all is the wife's fulfilment of a "castration wish" by cutting off the sleeves of her husband's suits, with the gleeful observation, "There's something about infidelity. It puts a complete end to this farce of 'give-and-take' in marriage."

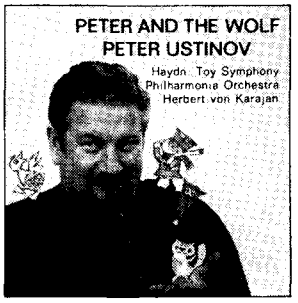
Much as these moments entertain, they also serve to remind us of the play's contrasting triviality of concern, which helps stamp out our interest every time it's lit. —HENRY HEWES.

Peter Ustinov, former child, narrates three musical fairy tales.

If you wait until Christmas, these albums may be pretty hard to find.



S36357



S35638

Angel

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Reflections in the East

IN ALL THE TIME I lived in the East I inhabited one brick ledge or another in Manhattan, a nest from which, like some hectored bird, I would swoop off on mornings to forage for a living. In the night I would return, battered and missing a few feathers, but bearing the twigs and worms that were necessary for shelter and nutrition.

Several years have passed now since I was resident of the East, but were I to return—the young robins needing air space in which to flutter—it would have to be to the neighboring *faubourgs*. From a distance the idea of being consigned to a suburb made me sad in a way, for the footsteps of my youth were left all over the city—on the side streets, where I played punch-ball and roller-skate hockey, and in Central Park, where I skinned knees on rocks, sailed boats on the lake, and, hard as it may be to believe, learned to ski.

It is a different city now, a dozen voices warned me. Different from the city of our youth, different even from the one I yearned for when I went to war, different from the one in which I launched a career, got married, and bred children. I reminded myself that I really hadn't liked it at all when I decided to move away, now more than three years ago.

It would not be right to say, snug as we are many miles away, that the remembered lights and the remembered friends do not call. They do, urgently and frequently. Being practiced house-renters, we decided to migrate East this summer, like seasonal birds, and set up light housekeeping for a time in Westport. It is a Connecticut roost near enough to launch frequent excursions into what Mayor Lindsay was assuring me, albeit from afar, is now a Fun City, and far enough to give the sprites grass on which to gambol.

By all counts it was late in the season by the time we decided that the migratory period had arrived, and the pickings were lean. The real-estate agent with whom I dealt from 2,500 miles out assured me he had just the place. The rent was astronomical, as we all agreed, but the owners were so rich they didn't need the money, and it was all, well, an accommodation he and they were willing to make. "It has everything," he said. "Including a washing machine?" I asked at the specific request of the lady of my *ménage*. "You know, that's the one thing it doesn't have," he said without pity.

It had everything, all right, as I discovered the night we arrived with baggage, tired children, and three bags of perishable groceries. It had an icebox that wasn't working, a stove that leaked grease on the floor when you put anything in the oven, drains that didn't drain, a garden full of ragweed, and holes in the screens through which the mosquitos flew with the greatest of ease. It had, as I discovered on the morrow, a beautiful expanse of lawn on which the grass hadn't been cut since the crocuses gave way to the daffodils. It had its own beach, just as the man said, complete with old Clorox bottles and empty beer cans, but it couldn't be used anyway since there had been a shark scare the day before.

There were some things it didn't have. Sufficient pots and pans to cook a meal, for one thing. A bowl for mixing, a serving spoon or fork, a knife that would slice a lettuce leaf, and an implement with which to wash a dish were not in its inventory. There were calls to the real estate man and calls from him to me, but he had sustained a painful injury to his back, poor man, and was in no position to act as go-between with the owners. When we stayed too long on the phone his wife cut in on the extension to berate me for not showing more empathy for her husband.

IT went like this for four days, at a rate that was running $50 a day, and on the fifth day the icebox got fixed, a new stove was wheeled in, pots and bowls and pans arrived, and the shark presumably left. An allowance was made on the initial assessment, and after a certain amity had been reached, the husband of the owner of the house, a man long since retired, drove over in his Jaguar to collect the balance.

My Westport house was a derelict house in its way. It was occasionally lent to actors, but it was unlived in by a family and uncared for by its owner. House and villa renting, both summer and winter, are becoming ever more popular. Companies that arrange house exchanges, and others that arrange rentals abroad, do an active business. Still, I think there are standard rules to follow: 1) Don't rent a house that is not normally occupied by a family—otherwise it is likely to be unkempt and ill-equipped; 2) never rent a house that has not been inspected by someone you trust and who knows your taste.

In the last ten years of flea-hopping I have rented in Southampton, Cape Cod, Nassau, Puerto Rico, and four times in Hawaii. To me there is no better way of crawling inside a community, of learning the local life, foraging in the markets, trying the cuisine, inhaling the color—all the things from which one is insulated in a hotel. One should be prepared to sacrifice certain hotel amenities guaranteed by good management—good service, adequate and cheerful help, and a practiced chef in the kitchen. What's more you don't have to wash the dishes.

With the house finally put in workable order, I set out to learn about life in the suburbs. We were in the Clam Box for the steamers and a breath of the sea; in Gold's for the whitefish and the bagels and a breath of New York. In the fish department of the supermarket I bought a giant salmon and steamed it in the roasting pan—who expected the house to come with a fish poacher?—and we served it cold the next day to friends who came up from the city. On Saturday nights we reserved the Sunday *Times* at the drugstore, the way good suburban people do, and came over to collect it on Sunday mornings. We took long Sunday rides north along the Gold Coast, as they call it in Westport, past the big estates that spread along Long Island Sound like Mississippi plantation houses, rolled onward to Fairfield, and got lost threading through the lovely leafy back roads on the way back.

There were days when we stumbled on the Bridge Lobster House which occupies a ramshackle shingle house by the water's very edge. Weekend boatmen were readying their craft for a summer day's outing, and we were so entranced with the life at the shore that we bought a mess of clams and lobsters, took them home, and stuffed them into every available pot to steam. They were gorgeous, and we decided to give a party the next week. There are people who live along Long Island Sound who will stage a clambake at your home, and I set about ferreting them out. Reservations have to be made weeks ahead, I found, even though the price per invitee can run to $9.50. Many caterers, moreover, at least in these yeasty climes, won't talk to you unless you have invited a minimum of seventy-five people.

But one clambaker led to another, and ultimately I found a printer who organized clambakes on Saturdays. He needed only a guarantee of twenty eaters and his price was considerably less than that of the heralded caterers. He came early on Saturday morning with great vats which he soon had boiling. By the time the guests came from the city the table had been laid under the birches and the great shade trees, and everyone sat down to mounds of steamers to be followed by lobsters, corn, giant clams that came in gauze bags, and, eventually,

(*Continued on page* 67)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Tangos

Or sambas or frugs or bossa novas or fire dances or tea dances Don't be bashful South America will try anything once.

Crescendos

This is Iguassú Falls, larger than Niagara, larger than Victoria, located where Argentina, Brazil and Paraguay meet. You can't miss it.

SOUTH AMERICA HAS TWO SIDES. AND WE CAN SHOW YOU BOTH.

The West Coast with Panagra: Find the lost kingdom of Machu Picchu. Seek history in Lima, where old colonial means old Spain. See an altar of solid silver in Santiago. Play games on the beach at Viña del Mar.

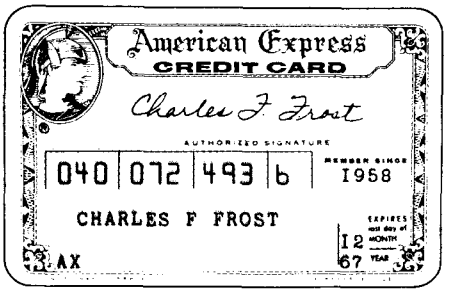
The East Coast with Pan Am: Battle a king fish called Dorado on the Salto Grande. Climb a mountain, right in Rio. Watch the world go by, from an Amazon riverboat. Watch the people go by, from an Ipanema cabaña. Go buy a nugget of gold, in Paramaribo.

A travel agent can help you plan. Both coasts are yours for the price of a 30-day excursion ticket to Buenos Aires. And that's just $550 from New York.

PANAGRA · PAN AM

PAN AMERICAN-GRACE AIRWAYS PAN AMERICAN AIRWAYS

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED



With a card like this, who needs cash?

The American Express Card gives you *unquestioned* credit in Paris and around the world.

One card lets you "Sign & Fly"® to Paris or any place around the world. Choose from 91 airlines. Pay on your next bill or take a year to pay with the *lowest* service charge in the business.

One card lets you sleep at over 20,000 hotels and motels around the world.

One card lets you charge everything from crepes suzette to sirloin steak at over 19,000 famous restaurants around the world.

One card lets you charge cars, gas, and gifts.

That one card is American Express—the worldwide travel and entertainment card.

AMERICAN EXPRESS

The Company for People Who Travel.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Continued from page 64

watermelon. It hadn't all been, as tradition requires, cooked on the beach, but in truth the glen was far lovelier and the afternoon was New England summer at its exhilarating best.

To live in the suburbs of New York is to live the commuter's life. It is part of the whole experience, and we decided to try it. One morning I aimed for the 8:47, which left from a station very near the house, but I stopped in the kitchen for a second cup of coffee. You can't do that if you're a commuter—the 8:47 was leaving that grubby depot just as we got there. "You might catch the 9:03 from the main station," said the man behind the wicket. There was scarcely time to grab the *Times* and leave the money—no one bothered to stand there and make change—and try to find the other depot.

We embarked on what became a Mack Sennett chase scene, scampering through the middle of Westport, barked at by cops, shouted at by passersby who gave us directions which often proved to be correct. We stumbled at last upon the station, but it was on the north side and we were going south. "How do we get to the New York side?" we shouted to a lady, equally harried. "Give me a lift and I'll show you," she said; so we did and she did. I jumped on the train as it was pulling out, leaving my wife, now the compleat commuter's wife, unkissed in the car.

One of the advantages of commuting, or so I had heard for years, is the time it affords the businessman for reading and work. I opened the *Times* to read it thoroughly for once, but the New Haven couldn't have shaken more if it had been built to be a reducing machine. Waves of nausea overtook me before we jostled into Stamford, and I folded the paper and looked out the window.

In the days that followed, the New Haven was a never-ending source of wonder and consternation. One day when we took the children to the city, the washrooms were so abominably filthy we refused to let them use them. And on the days when I came to fetch guests coming up from New York or waited with them for the train that would take them back into the city, I never ceased to wonder how a community so rich, so full of energy and power, could live in this squalor. Why didn't a squad of vigilantes come in the dark of some night, or the light of some day, for that matter, and pull up all the weeds that grow along the tracks? Why didn't some committee selling self-respect bring buckets of paint and some brushes and give the depot a whole new coat? Or just bring a ladder and paint in the letters in the station's sign so that those who were unfamiliar with the stops en route might know where they were.

One could only ascribe it to total impersonalization, a syndrome adopted from nearby New York to which most of the suburb's men and some of its women journey each day to labor. For one fresh from the sun-washed, manicured, even gentle realms of the Pacific, Westport—at least in its urban reaches—seemed unkempt, its drivers pushy and impatient, the supermarket clerks disinterested, the police chafed. Sure, there was a collective, or community, atmosphere about its attractions, but it was self-protective. We were not permitted to park our car at Burying Hill Beach, perhaps 200 yards from the house we had rented, because we needed a sticker, and to qualify for a sticker we had to be in town at least a month. The township has a public country club but to use its facilities one must pay an entitling fee of $200. And to be entitled to pay the entitling fee one had to prove residency, however temporary.

Oddly enough, on the other hand, that who-cares-it-isn't-up-to-me virus, contagious as it is, which has long infected New York—which invented it—and which has made the city untenable for so many, now seems somewhat relieved there. At least there is a glint of communal joy, ignited perhaps by the magnificence of Lincoln Center, perhaps by John Lindsay, perhaps by the fey imagination of his park commissioner, Thomas H. Hoving. I must say I was enchanted by the appearance of a portable automat in Bryant Park, by the formal party given by private people around the obelisk in Central Park, and by the near-appearance—it was called off by rain—of Herb Alpert's group on a greensward in the park, an event that was billed as Brass on the Grass.

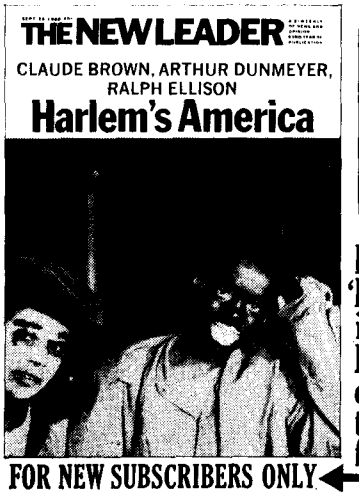
Most of all, I was delighted by the Fountain Plaza, the summer restaurant in Central Park that has been put together of canvas and rope and imagination facing the fountain near the 72nd Street Drive. Its menu and its air breathe a certain Bois de Boulogne essence into a preserve that in lawless years had grown ugly with violence. People have taken to walking in the park again, or so I was assured, and muggings have become *outré*. I only hope somebody told the hopheads.

On Broadway the ticket price for *Mame* was outrageous, and so, for that matter, is the cost of a tiny tank of "ice tea" sold during intermissions, but the night we got to see it was an unbounded joy. It brought back to me all the pleasures of the American musical theater from *Connecticut Yankee*, on which I cut my teeth, to *Follow Through*, with which I grew up, and *Brigadoon* and *Finian's*, which reaffirmed all the things

I had missed about the city in the war years away. Going back to Sardi's was like walking back into one's own dining room with all one's friends assembled. And there was the warmth of a night in the Algonquin, ageless and permanent as a theatrical *doyenne*.

The next morning there were pots of chocolate on white linen as I had remembered them from other hotels when I was nearly as young as the small son who sat across the table. He wanted no more from the big city than a tie, so we strolled down to Brooks to start him off right. He tried on a shirt, too, as long as he was there—button-down blue Oxford, pleats in the back of the collar, and no matter that the shirttails were hanging below his short pants. We bought the shirt for him to grow into and had it sent home. The tie we took was blue with white stripes, and very Brooks, the salesman said. The boy folded it carefully and carried it in his hand all the way up to F. A. O. Schwarz.

—HORACE SUTTON.



FREE with trial subscription

Please send, free, 'Harlem's America' issue of The New Leader and enter my 6-month trial subscription for only $2.50.

SR-5

THE NEW LEADER
212 FIFTH AVE., NEW YORK, N.Y. 10010.

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

**"Mark was as cross as a bear.
When a boy is that cross,
he is just as cross
as a boy can get."**

Still here. Not that it constitutes
all of school reading,
as people have been led to believe.
It's just that the first 20-odd words
a child learns to recognize
cannot be combined into meaty plots
with drama and character development.

Little children don't mind.
By February they can handle real reading
and the gates of the wide world
swing open for them.

Today a teacher uses many resources
besides her own skills. Half the kids
in first grade will read at least
half a dozen books this year.
The slowest will read three or four.

To say that Johnny can't read is
largely nonsense on the face of it.
If you look at classrooms, libraries,
churches, bookshops & news stands
you are bound to notice that somebody
is doing a whale of a lot of reading.

Taking one's opinions about teaching procedures from "special feature articles" is risky business.

Try it with this word list from a leading preprimer: Janet, Mark, and, come, here, jump, I, ride, can, my, go, see, the, down, Socks, up, in, one, two, three. Each word must be repeated in new context at regular short intervals.

Some earlier, some later. The paragraph at the top is from a basic first reader.

Scientifically described speech sounds, readiness programs, controlled vocabularies, psychological research, audio-visual materials, etc., etc., etc.

And labels and signs and bus transfers and billboards and TV screens and breakfast-cereal boxes.

Several fine reading programs issued by other publishing houses have attracted most of the peevish comments in the "special feature articles." If our remarks help to provide a more balanced picture, well and good.

Harper & Row, Publishers

1817 New York Evanston London

The editors will be pleased to send, with their compliments, an enlarged reprint of the above statement, on heavy stock, for bulletin-board use. The address is Harper & Row, Evanston, Illinois 60201. Please specify Reprint #2, since this is one of a series.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

EDUCATION IN AMERICA

Editor-at-Large: PAUL WOODRING

Education Editor: JAMES CASS
Associate Education Editor: PETER SCHRAG

EDITORIAL 69

LETTERS TO THE EDITOR 70

CATHOLICS AND THEIR SCHOOLS
By John Cogley 72

THE MAGNITUDE OF THE AMERICAN EDUCATIONAL ESTABLISHMENT 75

EMOTIONAL DISTURBANCE IN THE CLASSROOM
1. IS IT ALWAYS THE CHILD?
By Theresa M. Miller 76
2. LEARNING AS THERAPY
By I. N. Berlin 78
3. THE STORY OF ESTHER
By John F. Ott 79

HISTORY AND THE NEW SOCIAL STUDIES
By Richard H. Brown 80

FIGHTING DEPRIVATION IN THE PROMISED LAND
By Moshe Smilansky 82

VOICES IN THE CLASSROOM:
IS THERE A NEW ESTABLISHMENT?
By Peter Schrag 87

SCHOOLS MAKE NEWS 88

EDITOR'S BOOKSHELF 90

This monthly supplement is sponsored by the Charles F. Kettering Foundation. The editors of SR retain responsibility for its contents.

Correspondence for the Education Supplement should be addressed to: Education Editor, Saturday Review, 380 Madison Avenue, New York, N.Y. 10017

Where the Action Is

EDUCATION REPORTING TODAY is very much like snapping a photo of a moving object—by the time the shutter has clicked, the picture has changed. Not many years ago it was possible to forecast with reasonable accuracy what the schools would be like a decade hence by looking closely at contemporary classrooms. Action for change was directed primarily toward improving and expanding what already existed—an effort to achieve more of the same. But today the education scene is changing so rapidly that no man can predict with certainty what the schools of 1976 will be like. We do know the direction that change is likely to take, and we can identify many of the ingredients, but we do not know how fast they will come, in which combinations they will appear—or what innovations will develop as spin-offs of the changes already taking place. As a result, the job of today's education writer is changing as well.

Six years ago last month, when *SR*'s monthly Education Supplement was first launched, editor Paul Woodring clearly stated its objectives:

> . . . to try to bring . . . [the] problems [of education] into focus by providing a forum for the most literate, the best informed, and the most penetrating thinkers and writers on educational problems. Intelligent controversy will be welcomed and a diversity of views on unresolved issues will be presented; our pages will be open to those who have something to say about education and can say it with clarity and force. Good schools and good teachers will be vigorously defended; questionable practices and viewpoints will be analyzed by qualified experts.

SR's education editors have sought over the years to discharge that commitment—and they will continue to do so in the future. They will, in addition, seek to report in depth and to interpret with clarity the new forces—social and political, as well as educational—that are making for change in the schools, and the many new centers of initiative, influence, and power that are emerging in the field. As in the past, the welfare of the child will be our primary concern. But his future is already being shaped, in large part, by agencies other than the traditional institutions of education—the teachers' colleges, the professional organizations, and the state departments of education.

Increasingly the design of education's future is being drafted by pragmatic men who are bound neither by the heavy hand of tradition, nor by dogmatic educational philosophy. For them the measure of success is "what works." They are found in positions of influence in the federal bureaucracy, in private foundations, in the halls of Congress, in the new curriculum research centers, and in the vast new electronics and publishing combines. And they promise to add new, basic, and sometimes frightening dimensions to education's future.

In the months and years ahead, *SR*'s Education Supplement will continue to provide a forum for the discussion of important issues in education. It will also report and assess the forces, the men, and the ideas that are shaping the future. It will, in short, go where the action is. —J. C.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Letters to the Editor

The Virtues of Warmheart . . .

ABOUT "The Virtues of Anonymity" [PERSONAL OPINION, by Paul Shepard, *SR*, Sept. 17], the implication that all Warmhearts are unscholarly is ridiculous. I have sat through too many college classes listening to bored and boring Coldhearts, and through a few where inspired and inspiring Warmhearts gave me a love of knowledge and a sense of the excitement of acquiring it that will stay with me all my life.

If such sentiment is "profound though misplaced," so be it.

ANN KIMBALL PIPE.

Clayton, Mo.

FOR EACH ANONYMOUS lecturer we will always need many Professor Warmhearts who care. A student is nobody till somebody cares. The Somebodies change the world. Poor Mr. Shepard never met or benefited from *his* Professor Warmheart (they are scarce), but when he does, somebody will call him Professor Warmheart, too.

DOROTHY DE LANO.

Maywood, N. J.

HOW COME really large universities such as the University of Michigan, Ohio State University, and Michigan State University are seeking to duplicate the advantages of the small colleges within the university complex? They evidently do not swallow Paul Shepard's "The Virtues of Anonymity."

LIONEL CROCKER.

Granville, O.

I LIKE TO RECALL William James's remark that "certain persons do exist with an enormous capacity for friendship and for taking delight in other people's lives; and . . . such persons know more of truth than if their hearts were not so big."

J. S. BIXLER.

Jaffrey, N. H.

PAUL SHEPARD'S thinly described dehumanized world in which anonymity is a virtue suggests a world of escape and detachment, not one of creation, sympathy, and constructive relationships. But Mr. Shepard fails to recognize that the world of anonymity is mythic.

DUANE B. SCHNEIDER,
Assistant Professor of English,
Ohio University.

Athens, O.

GIVE ME the "fatuous, fatheaded Warmhearts" any day over those "isolated, insulated Icebergs."

RAE G. MILLER.

Los Angeles, Calif.

. . . And His Vices

PAUL SHEPARD'S comments are right to the point, insightful, and stimulating. He has said what many of us have thought and felt, but have either lacked the courage or the wisdom to find the right words to say.

HENRY CLAY LINDGREN,
Professor of Psychology,
San Francisco State College.

San Francisco, Calif.

Anti-Dropout

OOPS! Now someone has said it! Everybody loves a dropout except the school he dropped out of. Bernard Bard ["Why Dropout Campaigns Fail," *SR*, Sept. 17] is so right. A little personal experience with school authorities will soon teach you that the child who is not well adjusted to school has no friends on the administrative staff. Looks as though we had better start with the school administrators and teachers who dropped out of the Dropout Campaign before it started.

THE REV. WILBUR R. SCHUTZE,
Rector, St. Philip's Episcopal Church.

Rochester, Mich.

BERNARD BARD reported about 20 per cent of the untold story of the school failures. That "principals are chucking them out by the thousands" is entirely true, but let not anyone believe that these thousands are all Negroes or Spanish-speaking minority youths. The poor whites are equally resistant to schools.

And let not anyone believe that the villain has been identified as the principal, hostile and suspicious though some of these ex-football players may be. It is not that they are "afraid the dropouts would become discipline problems," as the youth workers report. The truth is that the principal is entirely realistic. The dropouts *are* discipline problems: restless, provocative, disruptive. Their fighting, twitching, and daydreaming make it impossible to conduct school.

But if not the principal, who is the real villain? Dropouts are made in kindergarten. With the first slap by the teacher, the first disgusted, "You can do better than that!" the first exasperated, "Sit down and be quiet," the child has started to plan his escape. The roads to freedom from punishment are many; some criminal, some clever, some psychotic, some sad. By adolescence, freedom from constant criticism is a boon more sought after than any will-o'-the-wisp career.

ADAH MAURER.

Berkeley, Calif.

ALL WHO FIGHT for the rights of the millions of American children whose middle-class white teachers consider them "uneducable" have cause to be grateful to *SR* for publishing Bernard Bard's "Why Dropout Campaigns Fail" and Frank Riessman's "Digging 'The Man's' Language" [*SR*, Sept. 17].

The ideas contained in these two articles are hardly new—least of all to ghetto parents—but they have been meticulously ignored by most of the educational establishment, from boards of education to teachers' colleges and teachers' unions, for much too long.

MERRILL MARTIN.

New York, N. Y.

Toward a World View

WITH SOME FIFTEEN years of professional experience in the field of international affairs, I read with interest and uneasiness *SR*'s August 20 issue featuring articles on international education. The myriad tactical ploys contemplated under the proposed International Education Act of 1966 have their virtues, but where is the strategic focus? Where is the coherent context within which the multi-faceted tactics can be effectively applied? If "international affairs" is merely to become another tag to be scattered stylishly from one end of the curriculum to the other the result could be, in large measure, another superficial, well-intentioned "production"—a travesty. And travesty in this field, when exported, quickly turns into tragedy.

Hence, my misgivings. Not one word in your issue touched upon the philosophical issues implicit in twentieth century mathematical physics and breakthroughs in other scientific fields that make mandatory new multi-dimensional assumptions germane to every aspect of international relations. Not one word touched upon cultural anthropology and its tools for demolishing the exclusiveness of ethnocentrism which, to date, has sustained so much arrogance and ignorance in policy formation and public response. Not one word touched explicitly on the essential contribution to a literate world view to be derived from the newly invigorated fields of classic studies and antiquity stimulated by scientific archeology and related activities. Admittedly, these subjects are specialized, and may be most suitable for study on the graduate level. But well-digested concepts from these three fields should permeate education on all levels to foster new attitudes.

The United States is a nation in transition, with psychological stress similar to that encountered in so-called underdeveloped countries. There are areas of common ground. Never has the need for a personal knowledge of one's cultural roots been more pressing. Never has deep understanding of the past been more essential to establishing a clear-eyed vision of the future and a stabilizing inner sense of identity and proportion in the midst of a world fluid with paradox.

HELEN A. BLACKWAY,
Formerly Assistant Program Officer,
AID.

Williamsville, Vt.

National Assessment

DR. WOODRING'S EDITORIAL, "National Assessment" [*SR*, Sept. 17], deserves some attention. National assessment is too serious a business to be taken lightly, and yet that is what the editorial seems to do. In the last paragraph is found, "The dangers that the proposed assessment will lead to a national curriculum or to federal control of education seem remote."

Sprinkled throughout the editorial are statements which directly contradict this.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

In one case, Dr. Woodring writes, "The widely used standardized tests . . . offer some clues, but the results are not reported in such a way as to provide a basis for educational planning and reform." Elsewhere, he quotes Dr. Tyler as saying, "Unlike achievement tests, the instruments we are trying to develop are designed to tell us what proportion of a given age group has mastered certain knowledge or skills that thoughtful educators and lay citizens believe are important for children to learn." The editorial's last paragraph includes the statement, "All that is planned is a collection of evidence to provide a better basis for making educational policy."

All national assessment will do is to provide a basis for education planning and reform: It will tell *thoughtful* educators and lay people what students have and, I might add, have not learned; and it will provide a better basis for making educational policy. These add up to control!

Surely, Dr. Woodring meant to be funny.

Robert H. Williams,
Assistant Superintendent,
West Valley Public Schools.
Yakima, Wash.

Editor's note: *No humor was intended.*

The best way to destroy the good intent of any new plan of a national nature in education is to holler, "Federal Control!"

Out of moth balls come slogans which imply that the autonomy of local control is being threatened. Is it not possible in some cases it *should* be threatened? It is about time we destroy some of these old myths in order that we appraise reality more adequately.

Burton E. Altman,
Associate Professor of Education,
Wisconsin State University.
La Crosse, Wis.

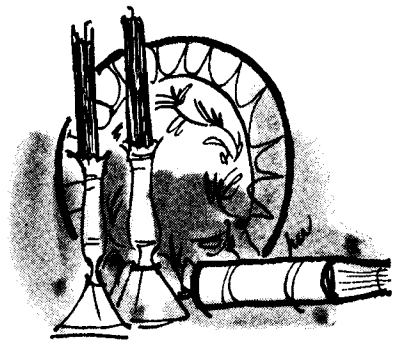
Free University

This is by way of calling your attention to a slight but important misquotation of my words in Richard Mathews's article on the Free University of New York ["Society's Just Got to Go—We All Know That," SR, Sept. 17]. I am quoted as saying, "We've got to keep Free U. politically radical because society's just got to go. We all know that." Well, we all know no such thing. I am not a political or another brand of nihilist. I may have said, "Society's just got to grow . . . " or I may have said, "Capitalist society just has to go. . . ." But anyone who reads my editorials in *Kauri* magazine knows I am not one who would do away with human society.

A description of my course at the Free University gives a more complete picture of my views on society:

> A Quest for Self: *A search for integrity without dogma in a time of relative values, exploring the turns of one individual's life toward building a synthesis between spiritual awareness and revolutionary social vision, with Walt Whitman's writings as counterpoint; Martin Buber, Jung, Fromm, Merton, Tagore—as background reading. No answers promised; painful questions guaranteed.*
>
> Will Inman.

New York, N.Y.



In "Society's Just Got to Go—We All Know That," Richard Mathews displays the typical establishment-liberal platitudes and arrogance with his, "See how nice we are, we let you exist; criticize us if you will, we know in our hearts we are right."

Granted that he has presented a reasonable and accurate picture of the people at FUNY and their goals. Still, he persists in adding a final paragraph of absurd doubletalk. Obviously, if we had a Utopia then a free university would be redundant, as a university would be free by definition. If the people at FUNY are the people possessing the resources for making society saner, but are not "likely to help much in achieving these goals," just who does he expect will help? Perhaps the Chinese and other peoples who have the patience and historical perspective to wait for the United States to fall apart because of the ineptness of its leaders and hope that they can avoid being dragged down with us, or perhaps Kennedy's murderers and Johnson's Great Fraud.

Luke Carpenter.

Penfield, N.Y.

There is much worth commending in Richard Mathews's article on the Free University of New York. The author makes a sincere effort to describe this institution as perceived by its faculty and students. Yet Mathews's conclusion is, I believe, unwarranted—that were it not for certain domestic and foreign policy shortcomings, there would be no justification for FUNY.

I would suggest that the emergence of these New Left schools merits more than passing attention and is "justified" on several counts.

FUNY seeks to accomplish exactly what the contemporary university appears incapable of doing, *i.e.*, harnessing knowledge and making it socially useful while attempting to meet both the immediate and the long-range needs of our grass-roots populations. Universities as institutions have *political* consequences, either through their occasional efforts to better the communities in which they are located, or conversely, because they generally refrain from such tasks. Notwithstanding the political motivations behind the inception of FUNY, it is and will remain an exciting and relevant experiment in contemporary community development.

Eugene I. Bender,
Assistant Professor of Sociology,
San Fernando Valley State College.
Northridge, Calif.

Literary Misunderstanding

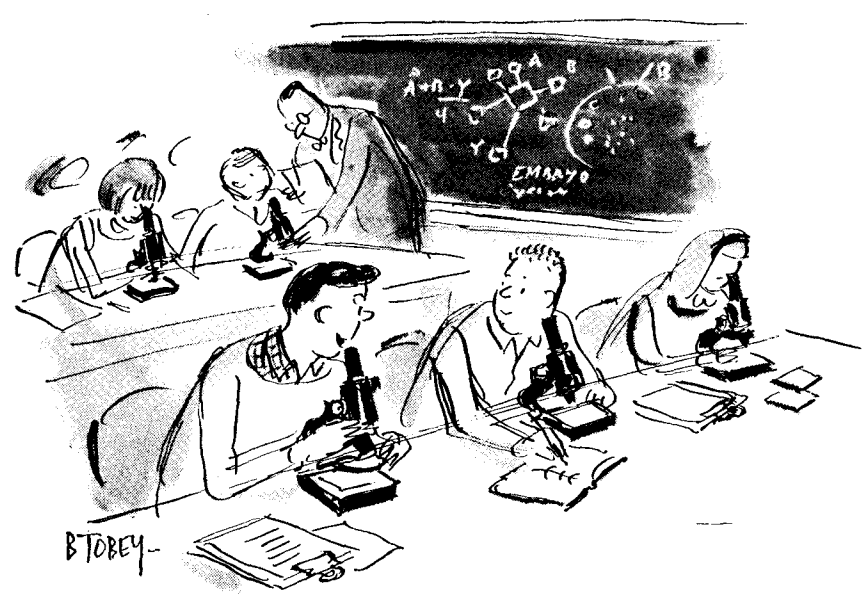
We wish Mr. Bodine [Letters, Sept. 17] had been a little more persistent and that he had left a request for the Enoch Pratt Free Library to purchase *The Historian's Contribution to Anglo-American Misunderstanding*. This is a right of every Baltimore reader.

We would like to report that the book is among the library's 1,761,023 volumes. The book was ordered last February and received in the library in June. However, as with other large public libraries, our internal processes take time.

As far as we can tell, we have not had teachers or anyone else beating a path to the library to borrow the book.

We would be most happy to take reserves and order a reasonable number of duplicates if there are requests. If there are, as we suppose, many readers of SR in Baltimore, a demand for the book may develop.

Edwin Castagna,
Director,
Enoch Pratt Free Library.
Baltimore, Md.



"I've got a slide of Playboy's 'playmate of the month'!"

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

CATHOLICS AND THEIR

By JOHN COGLEY, *Religious News Editor of The New York Times, and Consultant to the Center for the Study of Democratic Institutions.*

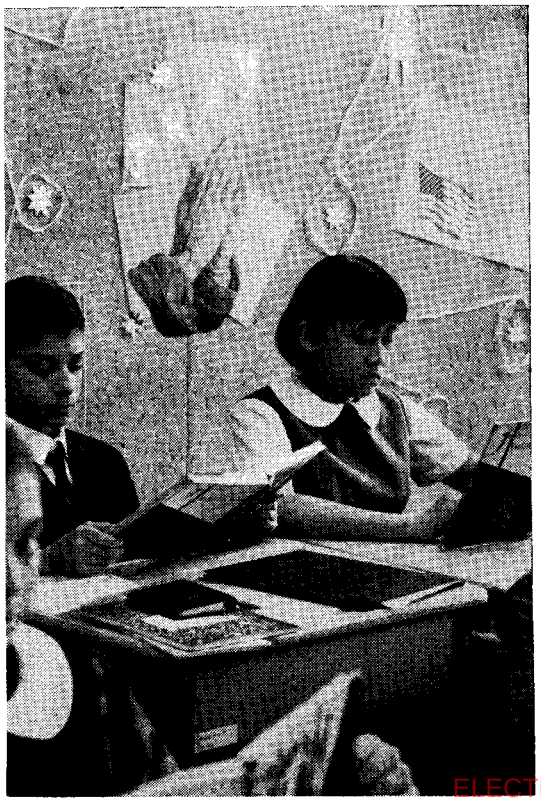
ONE DAY, when no one was looking, it seems, the Roman Catholic school system in the United States reached giant proportions. Since 1940, the number of Catholic parochial elementary and high school students has grown from 2,400,000 to 5,800,000. Of all American elementary and secondary school pupils, 14 per cent attend Catholic schools, double the proportion of twenty-five years ago.

Today, then, any consideration of American education that does not take the Catholic schools into account must be found guilty of overlooking approximately every seventh student in the nation. For there are now more than 6,000,000 enrolled in the nation's 12,000-plus Catholic educational institutions, which range from kindergartens to medical schools.

Two University of Chicago sociologists – Andrew M. Greeley, who is a Catholic priest, and Peter H. Rossi, who is not a Catholic—recently published a study of these schools, *The Education of American Catholics* (Aldine Publishing Company, Chicago, 368 pp., $8.95). The study was financed by a grant from the Carnegie Corporation, supplemented by funds from the Office of Education of the United States Department of Health, Education and Welfare. In an introduction, Norman M. Bradburn, acting director of the National Opinion Research Center at the university, described the book as the first systematic study of the sprawling Catholic school complex. A month after the Greeley-Rossi study appeared, another volume, *Catholic Schools in Action* (University of Notre Dame Press, 328 pp., $10.50) turned up. It was also supported by a grant from the Carnegie Corporation.

"Catholic schools are expected by their clients to maintain standards set by publicly supported schools."

—Photos by Hugh Rogers.



The atlas-sized Notre Dame report, which was edited by Reginald A. Neuwien, the former Stamford, Connecticut, public-school administrator who directed the project, is the larger and more pizzazzy of the two studies. Standing behind its findings, for example, is the kind of backfield that foundation study directors so often feel they need—a National Advisory Board, with the familiar judicious admixture of highly placed prelates, solid business men, and Establishment scholars; and no less than ninety-eight—count 'em, ninety-eight—persons are thanked by name for "extensive service" in conducting the "depth studies" and "reviewing the findings" connected with the report.

At the solemn-high press conference in a Midtown Manhattan hotel where the volume was launched, Father Theodore M. Hesburgh, president of Notre Dame, spoke of the millions of index cards on which the total findings of the study are recorded. The Indiana priest-educator talked as readily as a Pentagon colonel of the campus computer that will soon be put to work processing them.

In a word, the Notre Dame study was bigtime all the way, while the Chicago volume was narrower in scope and less ambitious in goal. Nevertheless the Greeley-Rossi study comes through as the more professional of the two. Its findings seem to be more carefully stated and imaginatively interpreted; its approach appears to be more guarded; and the organization of its material appears, at least to an amateur reader of sociology, to have been carried out by surer hands. The two books together provide a long-overdue look into all those schools which seem to be found on every second corner in cities such as New York, Chicago, and Boston, but have somehow managed to remain as mysterious as Hindu temples to the millions of Americans who pass them every day.

Catholic school students are now found in more than 300 institutions licensed to describe themselves as centers of higher learning, and in 2,500 secondary and 10,000 elementary schools. The higher-learning sites include major universities, among them the Catholic University of America, Notre Dame, Georgetown, Fordham, St. Louis, Marquette, Boston College, and the hapless, strife-ridden St. John's of Brooklyn, which, with some 12,000 students, is the largest of all. They also include a number of good small schools, such as St. Thomas in St. Paul, Minnesota; St. Peter's in Jersey City; and Manhattan College in Riverdale, New York; as well as dozens of what Catholics themselves sometimes call "li'l ol' nuns colleges."

THE women's schools range from the genuinely excellent to the fourth-rate; most probably fall somewhere between. Among the academically distinguished are Washington's Trinity; Manhattanville in Purchase, New York; Webster in Webster Groves, Missouri; and the lively, art-centered Immaculate Heart in Hollywood, California.

Immaculate Heart in recent years has gained a reputation for being a swinging school that has steadfastly overcome the special hurdles presented by a pietistic name, by highly conservative southern California alumnae, and by the ceaseless badgering of Cardinal McIntyre's chancery office. The Los Angeles archdiocesan officials frequently let its nuns know that they do not approve of the kind of speakers the college brings in, the op and pop religious art work it produces, and some of the support it attracts from political and theological liberals, far-out artists (such as Henry Miller, who studied seriography there under the college's star attraction, Sister Corita), Sunset Strip worldlings, and assorted other sinners. Immaculate Heart plans to move and will be the first church-related school to join the nationally famous Claremont, California, group of cooperating colleges, which now includes Claremont College, Pomona, Harvey Mudd, Pitzer, and Scripps.

The inadequate Catholic girls' schools need not be named. It is only fair to

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

SCHOOLS

note, however, that some have begun to make almost heroic efforts to raise academic standards. A few are even debating whether they should stay in business.

Many of these institutions, even the most promising, grew out of nothing more academically substantial than the social ambition of Mothers Superior who wanted to gain for their orders the prestige supposedly attached to conducting a college. Beginning as finishing schools where the learnin' was light and the livin' easy, they have remained prettily undistinguished through the years. Many are found in sylvan settings, housed in the cast-off mansions of Victorian tycoons, and they still carry on according to a nineteenth-century concept of education for females. Stuck in an earlier era, they have not changed significantly since their winding oaken staircases and polished parquet floors were first installed. A hope frequently expressed in the ever more critical Catholic press these days is that their number will diminish and that no more Mothers General will be moved to add to their number.

The secondary Catholic institutions are more diverse. They range from parish high schools (some with tiny enrollments, others public-school size) and the "private" low-tuition academies run by Christian Brothers, Sisters of Mercy, Franciscan Friars, or others of the Catholic teaching orders, to a few high-priced prep schools that send their graduates to Ivy League colleges. Portsmouth Priory in Rhode Island (briefly attended by Robert Kennedy) and St. Anselm's in Washington, D.C., both conducted by Benedictine monks, and the Canterbury School in Connecticut which is run by laymen (and was attended briefly by John F. Kennedy), have served as prototypes here for a few later attempts, such as the Priory schools near St. Louis, Missouri, and Woodside, California.

In the parish high schools the median tuition ranges from $76 to $100 annually. For the convent schools and boys' academies, there is a jump – between $150 to $200 a year. Tuition costs are five times higher, though, in a few ultra-private schools such as Park Avenue's Loyola (Jesuit) and the strategically located Convents of the Sacred Heart and Marymount Schools, which are found in such places as Boca Raton, Florida; Grosse Pointe, Michigan; Lake Forest, Illinois; Upper Fifth Avenue, New York (a stretch that can boast of both a Sacred Heart and a Marymount School); and Santa Barbara, California.

"Mothers superior are reluctant about sending their nuns out to teach before they have been professionally qualified."

Finally, there are those umpteen thousand elementary classrooms, from Maine to Hawaii. The primary schools range from two rooms in a parish auditorium set aside by a rural pastor for educational purposes, to suburban classrooms where pupils are packed as tight as cigarettes in a pack and a harassed nun is expected to handle twice the number of pupils assigned to her public-school counterpart around the corner. In between, nowadays, are the inner-city schools of the old urban parishes which are now largely attended by the minority groups who have displaced their Irish and German builders.

A few of the more fashionable convents still take grade-school children (one should not forget John-John Kennedy's alma mater, the posh St. David's on the East Side of Manhattan), but such places are exceptions to the Catholic rule. Almost all Catholic elementary schools in America are parish-connected.

In all, the Catholic schools employ 200,000 teachers. About two-thirds of this division in the church militant are priests, seminarians, brothers, and nuns, content to work for subsistence pay. In most parishes, in addition to these minimal salaries, the pastor is expected to maintain the convent where the nun-teachers live.

Motherhouses, as the major convents of the various sisterhoods are called, receive a certain percentage of the meager income their members earn. This money is necessary for the administrative overhead of the order, the education of young sisters, and the care of sick and retired members. Where parishes are very poor, however, the parochial schools are sometimes subsidized by the orders that conduct them.

About 65,000 parochial school teachers are laymen. They are almost always underpaid, are generally underprivileged, and are frequently underprepared for their jobs. In all but a very few places they, too, receive salaries far be-

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

low the educational sea-level. The median pay is less than $4,000 annually—$2,000 below public school standards.

Lay teachers are not vowed to poverty. Not surprisingly, then, they are rarely content to receive so little. Their chief complaint, however, is not the low pay they get but the abiding sense they have of not being accepted by their clerical colleagues as professional peers. This complaint is heard in university and grade school alike. In many parochial schools, the Notre Dame investigators found, there are even two kinds of faculty meetings. One, open to all teachers, deals with routine administrative and disciplinary matters; the other, confined to members of the order that conducts the school, deals with questions of academic substance and the establishment of basic educational standards.

Many lay teachers who know that they were pressed into service only because of a shortage of qualified clergy or nuns begin idealistically, but soon end their service to the Catholic school system with a bitter sense of second-class ecclesiastical citizenship. It should also be acknowledged, however, that especially at the primary level the laymen are frequently second-class teachers lacking professional training. In a parish I know well, for example, a lady parishioner who had originally been hired to drive the school bus suddenly found herself presiding over a classroom because she was the only person available for the job. The same sort of thing has undoubtedly happened elsewhere, especially since Mothers Superior these days, stung by widespread public criticism of Catholic education, are reluctant about sending their nuns out to teach before they have been professionally qualified. Educational standards for young teaching sisters have leaped enormously in recent years.

Pastors, in competition with the public school system, do not have a wide choice from which to pick the ever-increasing number of lay teachers they need. The Notre Dame study shows that there is extraordinary unevenness in teacher preparation throughout the system. Of the elementary teachers, lay and religious, about half have earned a bachelor's degree. In the nation's public schools, in contrast, the figure runs as high as 98 per cent and as low as 28 per cent. About three-fourths of the Catholic high school teachers are college graduates. In the public high schools, virtually all teachers have a degree.

THE Catholic schools, it is always important to note, are almost wholly supported by private means, but are expected by their clients to maintain standards set by publicly supported schools. Father Greeley and Dr. Rossi made the point that "of all modernized countries, the United States is the only one which maintains an extensive denominational school system financed by nongovernmental sources."

Only a handful of the schools benefit from endowments. About half the elementary and 77 per cent of the secondary institutions survive on direct tuition charges. However, tuition ($25 or less is the annual median for the elementary school, with an equal amount of yearly "charges") usually needs to be generously supplemented by parish funds. In a few dioceses there are no tuition charges at all, school costs are met directly by the parish. (Contributions given to a church, it might be noted, are tax-exempt, though tuition payments to a religious school are not.)

"The parochial schools educate fewer than half the pupils in the United States baptized as Catholics."

Support from the various dioceses is not anywhere near as high as might be expected by those who think of the Roman Catholic Church as the most centralized institution of all. The Notre Dame study states that only thirty-four high schools in the United States get more than half their income from a Bishop's office.

Merely to keep up with population growth, according to the Notre Dame projection, Catholic schools will, by 1968-69, have to take in a million more students than the number registered in 1962-63—or more people than can be found in any one of seventeen states in the Union. To hold the present line, 21,000 additional religious teachers and 10,500 lay teachers will be required. Additional school construction alone will cost more than $721 million. Even if all these miracles are accomplished, the schools will still be educating fewer than half the pupils in the United States baptized as Catholics. Even now, the schools can find no room for about one-fifth of those who apply. Many more would apply if parents thought their children had a chance to get in. The percentage of those turned down does not promise to shrink as the number of children grows and the number of teaching sisters diminishes.

The process of selecting who get the desired places in the Catholic classroom varies from place to place. Almost everywhere parents must be members in good standing of the parish. Where applicants exceed the number the school can accommodate, which is almost everywhere, admission is based on the length of time in the parish, the amount of church activity the family engages in, and on whether parents use the "envelope" in making contributions. (Without the envelope, there is no way of knowing who contributed how much or how often.) As the Greeley-Rossi study points out, the schools make the élite more élite.

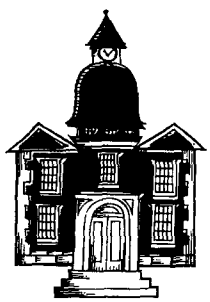
How good are these schools? They should be judged, it seems, by two sets of criteria: first, the ordinary academic standards applied to educational systems, and second, the particular standards which schools with the special purpose of carrying on religious education and developing religious understanding have set for themselves. In addition, there are questions about the education offered. For example: Does the religious separatism of parochial education strengthen prejudiced habits of thought and encourage stereotypes about persons of races, nationalities, and religions not found in the schools? Are Catholic school graduates trained largely by monastics prepared to hold their own in the very secular world where they will have to earn a living?

(*Continued on page* 94)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

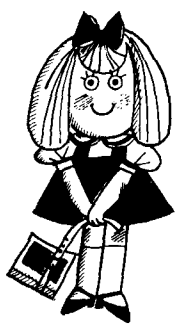
The Magnitude of the American Educational Establishment (1966-1967)

More than 58,500,000 Americans are engaged full-time in the nation's educational enterprise as students, teachers, or administrators. Nearly another 657,000 make education a time-consuming avocation as trustees of local school systems, state boards of education, or institutions of higher learning. The breakdown is given here:



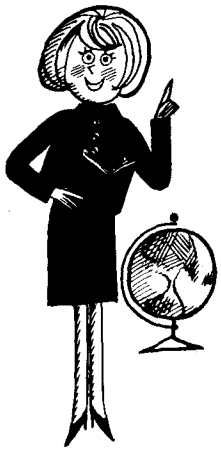
The Institutions

Elementary	93,000
Secondary	31,000
Universities, Colleges, and Junior Colleges	2,168
	126,168



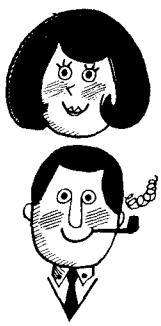
The Learners

Pupils in Elementary Schools (Kindergarten through grade 8)	
Public Schools	31,200,000
Non-Public (Private and Parochial)	5,400,000
Total Elementary	36,600,000
Secondary School Students	
Public High Schools	12,000,000
Non-Public	1,300,000
Total Secondary	13,300,000
College and University full- and part-time students enrolled for credit toward degrees	
Public Institutions	4,000,000
Private	2,000,000
Total Higher	6,000,000
Grand Total Students Enrolled	55,900,000



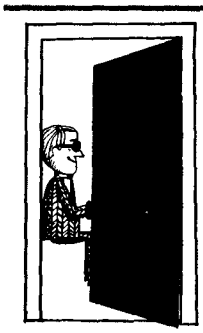
The Teachers

Public School Teachers	
Elementary	1,026,000
High School	783,000
Non-Public School Teachers	
Elementary	159,000
High School	77,000
College and University Teachers	
Public Institutions	257,000
Non-Public Institutions	209,000
Total Teachers	2,511,000



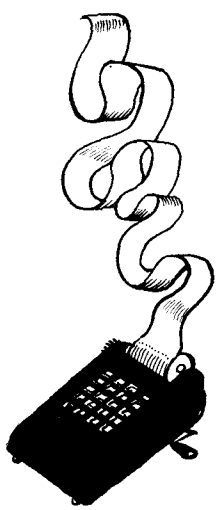
Administrators and Supervisors

Superintendents of School	13,784
Principals and Supervisors	98,616
College and University Presidents	2,168
Other College Administrative and Library Staff	51,700
Total	166,268



Board Members

Local School Board Members	129,000
State Board Members	492,000
College and University Board Members	35,000
Total	656,000



The Cost (in billions)

Current Expenditures and Interest	
Elementary and Secondary Schools	
Public	$24.4
Non-Public	3.2
Higher	
Public	7.6
Non-Public	5.6
Capital Outlay	
Elementary and Secondary Schools	
Public	3.9
Non-Public	0.5
Higher	
Public	2.4
Non-Public	1.2
Total	$48.8

Figures are based on latest available estimates from the U.S. Office of Education and the National Education Association.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

EMOTIONAL DISTURBANCE IN THE CLASSROOM

Until recently it was generally believed that disturbed or delinquent children were cases for treatment by psychiatrists and social workers outside the classroom. The precincts of the mental health worker and the educator were treated as distinct and separate enterprises; one handled "normal" children, the other treated the sick. Now a number of professionals in both areas believe that the old distinctions may not be valid, and that the problems may often be confronted more successfully within, rather than outside, the classroom.

The articles on the following pages are based on two such attempts in which the authors were professionally involved. Theresa M. Miller, a clinical psychologist, was, for three years, a member of a mental health team working for the schools in a slum area of Pittsburgh. I. N. Berlin, M.D., professor of psychiatry at the University of Washington, was formerly psychiatric consultant for the San Francisco Unified School District. His article, as well as the case report by John F. Ott, a classroom teacher in California, is drawn from the findings of an anti-delinquency project in San Francisco.

1. Is It Always the Child?

By THERESA M. MILLER

NO ONE can be sure how many emotionally disturbed children currently attend public school. Some place the proportion at 10 per cent, others as high as 50 per cent, depending on which definition of emotional disturbance is used. Whatever the precise figure, it is obvious even to the untrained observer that when large numbers of children reject education and fail to learn the skills necessary for success in a society, there is evidence of maladjustment. There is some question, however, about where to find the primary patient. Is it always the child?

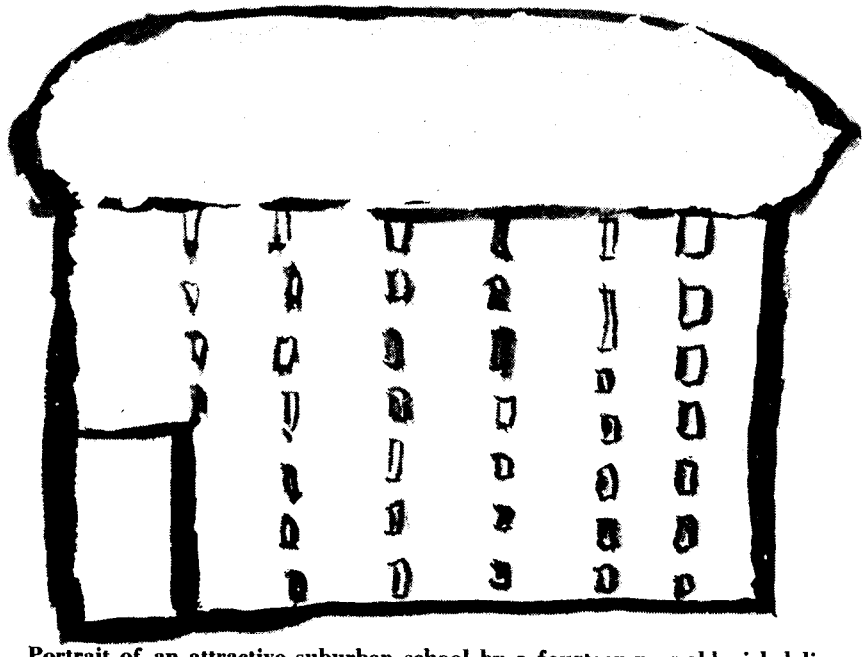
Two groups are held primarily responsible for the healthy emotional development of children—educators and mental health professionals. Roughly, the usual division of labor has the educator working with the "healthy" child and the mental health professional called upon when things aren't going so well. These two functions are inextricably interrelated. Child guidance workers find the most common reason for referral to be "failure to learn," and educators complain that a most pressing problem is the presence of emotionally disturbed children in the classroom.

What would be more logical than to have these two sets of professionals, the educator and the mental health worker, pool their efforts and jointly solve more problems than each can manage in isolation? Such an idea was attempted in one school system. It met with limited success, due to the reluctance of key school personnel to abandon habitual patterns which, though maladaptive, were at least familiar. This is the story of an educational experiment designed to use the skills of mental health professionals to help the schools with their adjustment problems.

The problem, as perceived by the top administration of a metropolitan school system, was the presence in the schools, particularly in slum areas, of children whose poor learning patterns were attributable to emotional disturbance. These children disrupted the educational process. They themselves derived little benefit from traditional education and impeded the education of others.

The usual community resources for dealing with emotionally disturbed children were not available to this population. Over the years voluntary social service organizations have developed a rationale for devoting the bulk of their time to the problems of the middle-class family. They found they had waiting lists even if they limited their caseload to "motivated" clients. Obviously they could not afford to waste professional time with unkept appointments. Lower-class clients, on the other hand, were not accustomed to experiencing their problems at a stipulated time each week. Even if client and agency managed to get together they frequently found they weren't talking the same language. So, for one reason or another, the social institutions weren't much help to the people who lived in slums.

The school is not a voluntary agency. All children are required to attend, fit or unfit. There is no legal method of saying, "I'll teach only the motivated children." To one school system the logical solution to the problem of psychologically unfit children whom nobody else would treat was to hire its own child-



Portrait of an attractive suburban school by a fourteen-year-old girl delinquent. Psychiatrist Robert Coles asked the girl if her school was really as somber as her drawing represented. She replied, "Yes, only worse" . . .

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

guidance team. Special funds were obtained, and a major slum area of this school system found itself in possession of a part-time psychiatrist, a clinical psychologist, and two psychiatric social workers.

The principals of the schools upon which this mental health team was visited had mixed feelings about their new acquisition. They had been screaming for help, and now they had it. Now they could be unburdened of approximately 500 of their 5,000 pupils. Their expectations were much like that of a parent who brings a disturbed child to a Child Guidance Center: "Fix my child but don't touch me." And just as the parent is distressed to find that child-guidance practice requires that parents accept treatment along with their children, so did these principals fear that the new team might want to do more than just spirit away the troublesome pupils.

Their worst fears were realized when the psychiatrist insisted that there be weekly meetings between the group of principals and two of the mental health team members. In the past these principals had always been very clear about whom they had to listen to, and who had to listen to them. They were used to hiring people with professional skills and then telling them what to do. The idea of a relationship where each discipline collaborated, with neither clearly dominating the situation, was strange. In addition, they had the usual doubts about what a psychiatrist would do to them in a weekly meeting. Even if they weren't analyzed they would certainly be under surveillance.

"We don't have the time," protested the group. "Who will administer our schools while we sit in these group therapy sessions?" They had forgotten all the time spent earlier in escape from a school that was frequently difficult to manage.

It was fitting and perhaps prophetic that the first and foremost difference between the principal and the psychiatrist should be on the issue of time. That time can be relative is generally known, but it is an alien concept to the public schools. If there is any single issue on which the school system has been most at odds with its slums it is on the matter of time. If you can look forward to spending your whole life unemployed and draped on a street corner, what's the rush? Schools don't see it that way. They are obsessed with time. They give pupils a special grade in time, called tardiness. They ring bells to toll the knell of parting arithmetic, parting reading, parting science. They pay such close attention to punctual arrivals and departures that it sometimes seems that what goes on in between is irrelevant. Time is not only segmented each day, but annually and perennially. There is a time for drawing pilgrims and a time for drawing chopped-down cherry trees. Teach, teach, teach, then draw turkeys; teach, teach, then make Christmas decorations —and so on all the way through Easter eggs and flags, with some children never learning any more about the Fourth of July than fireworks because it doesn't fall within the school year. Time dominates the school system from beginning to end. It is the common denominator of the IQ, and it graduates children from elementary school when they have yet to learn to read.

The school teaches the rigidity of time at the very moment when both science and technology are pointing up its flexible boundaries. Automation suggests that there will be fewer and fewer time-clock punchers in the future, that people will be paid for their knowledge and skill, not for their minutes and hours. It is not farfetched to assume that time will truly become the servant of human beings, not their master. Such a world is not one for which the schools are currently preparing their charges. This, however, is a question for the educational philosophers to ponder. The immediate task of the mental health team was to solve the problem of the emotionally disturbed children attending school.

How was this gargantuan assignment to be tackled? It was apparent that one team could not provide individual psychotherapy for 500 pupils and their families. What little psychiatric experience there has been with slum populations suggests that individual psychotherapy is not the treatment of choice anyway. What alternative courses of action were available?

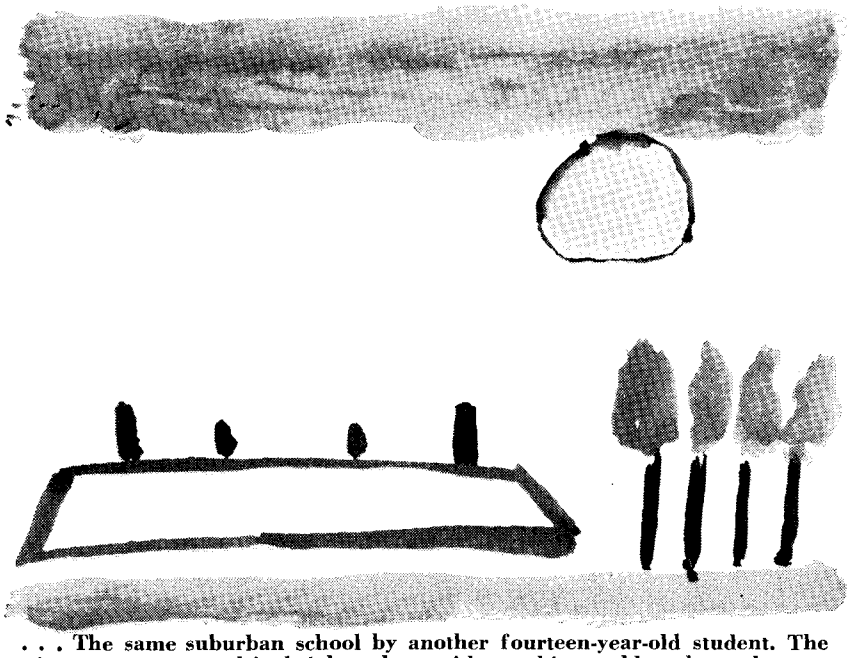
THE mental health team decided upon a three-point strategy: 1) to provide direct service to the children by means of individual diagnosis and referral and by some form of group treatment; 2) to publicize among professional peers the needs of this population and press for expansion of community services; 3) to modify the school milieu so that it might become more understanding and accepting of diverse behavioral patterns, thereby reducing the overload of stress experienced by these youngsters.

The children of the slums walk to school over streets littered with broken glass and broken people. They kick their way through the rubble, past dope addicts engaging in ritualistic dances, prostitutes, numbers runners, hungry dogs, well-fed cats. They have not played with blocks or jigsaw puzzles. Some have not slept, have not eaten, and are barely clothed, or are dressed in garments that make other children laugh. These are not easy children to teach. When they are little they arouse pity; when they grow big they arouse anger.

Special courses are now being offered to train teachers for work in this kind of environment. This is important. It reduces the shock and feeling of strangeness experienced by teachers trained in traditional ways with middle-class populations. Perhaps this training will prepare teachers to live more comfortably with the strong emotions aroused by the open aggressiveness and sexuality of slum children. Perhaps this can only be done on the job, in the immediacy of the situation.

An elementary mental health technique, going all the way back to the Greeks, is catharsis. Let the teacher talk

(*Continued on page* 93)



. . . The same suburban school by another fourteen-year-old student. The picture was executed in bright colors, with sunshine, a blue sky and green trees. (Drawings accompanying these articles come from studies of disturbed children conducted by Dr. Coles, Harvard University Health Services.)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

2. *Learning as Therapy*

By I. N. BERLIN

CAN DELINQUENTS be kept in school? Can they be helped? Previous work has led me to believe that any success in a special class can be achieved only by helping these hostile, indifferent, truanting, and usually academically retarded students to begin to learn subject matter. This conviction was shared by the child guidance workers associated with the special San Francisco project in which we attempted to use educative methods to try to help severely disturbed delinquent high school students; it fitted the educational philosophy of the administrators and the talents of the teachers. Because a social worker and a psychologist were available to see parents and where necessary to work individually and in groups with students, the teacher and I were able to focus on classroom teaching.

My convictions came from experiences with families of such students. It had become clear that often these parents had serious personal problems. Their own unhappiness and dissatisfactions made them unable to provide any model for successful, productive living for their child. The bitter socio-economic realities under which many of them lived served to increase their own feeling of failure, of being unloved, both in their own childhood and now. Each parent felt angry at the bitter reality and the inability of the other parent to make him happy, and therefore had little sustained love to give an infant. They were unable to enjoy, praise, and encourage their child's discoveries and early adventures in learning. Such a simple and vital experience as being aided to persist in their learning efforts until they could master a task was not theirs. The parents either hastily did it for the child so as to be done with it, or left the child alone to experience continual frustration until he gave up. In either case the child felt dissatisfied, disgruntled, and finally wanted someone else to do it for him. Such a child had a valid belief *that someone owed him something.* Thus, working on his own and for himself was very difficult.

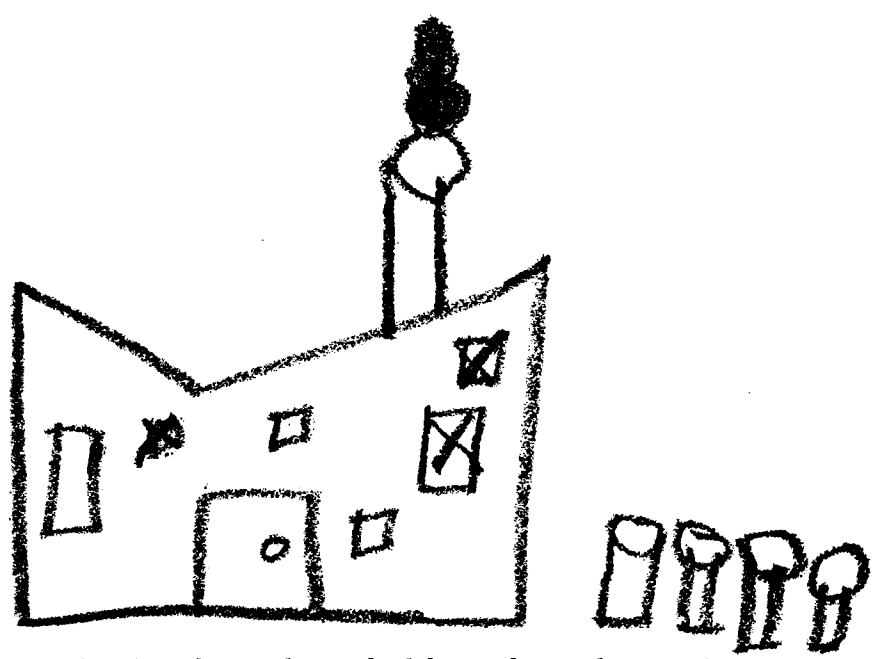
Their early disgruntled, angry feelings often have prevented the mastery of the fundamentals of schooling. They usually cannot read well. Mathematics seems an insurmountable obstacle. All learning requires some application and since they have not experienced satisfactions that come from perseverance and the completion of tasks, they become restless and easily distracted. They also feel continually unhappy and angry at the persons who require that they undergo such frustrations. Underlying all of this, too, is the desire to be able to do the tasks, to experience the pleasure others seem to get, and to be able to feel adequate and worthwhile in the school setting. Such students are therefore in constant conflict with themselves and with their environment.

The monumental task of helping them to begin to learn and to want to go on learning requires an endless patience. Thus, the teacher by his persistence provides the necessary living model for the student: a parental model who believes the student can learn and who is willing to take the time to stand by and help him learn. The youngster hopefully experiences for the first time an adult who will not react to the angry, bitter, and hostile expression of his internal conflicts and frustrations with retaliatory anger and hurt self-esteem. Such a teacher's firm insistence on what he knows must be done by the student, so that he begins to learn, results in the gradual achievement of those satisfactions that come from mastering tasks. The student under these circumstances often experiences another "first"—a person who demonstrates his belief in the potential of the student and in the possibility that the student might begin to find some way out of the circular, dissatisfied, angry turmoil in which he constantly finds himself.

ONE of the obstacles to the learning process is the student's recurrent hope that magically he will acquire the skills in which he is deficient. This wishful fantasy, that by magic rather than by hard work he will get something, was acquired from repeated experiences with his parents, who themselves could only express wishes for solutions to their troubles. When such a student meets a teacher who has a similar hope—that is, that the teacher's transient interest and concern will magically cause the student to learn—then both student and teacher are inevitably disappointed. The teacher feels hurt, let down, and angry that his concern carried no magical cure for the student's learning problems, and the student has again encountered an adult who could not help him learn. He feels angry, hopeless, and distrustful of all adults who promise much but never come through.

In our work in San Francisco the teacher several times brought up the dilemma of trying to be fair to the entire class and to the needs of the individual —so many youngsters needed so much of his time, and some of them wanted to monopolize all of his attention. The teacher gradually was able to feel that there was no either-or. He became convinced that being fair to the class meant being fair to the individual, and vice versa. He then found that his own conviction that he had acted fairly with a student was recognized by the youngster, often despite the student's continued half-hearted clamor that the teacher was being unfair. Early, the teacher was amazed that these students did not feel rejected, but were relieved when limits were clearly set.

The predominance of Negro and Mexican students in the project classes brought to the attention of the teacher and dean many racial problems. Both



Drawing of a rundown school by another adolescent delinquent; asked to add trees to the sketch, the child drew garbage cans instead —and made certain that the psychiatrist understood what they were.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

teacher and dean felt they had few prejudiced feelings, but brought to consultation the problem of how to convince the students. It seemed to me that all one could do was to invite the students to judge the teacher and dean by their behavior. Their constant effort to be fair and to hold all students responsible for their behavior would speak for itself. Thus, some students from minority groups were helped by the teacher's and dean's increasingly clear and unambivalent firmness with these youngsters. The students came to understand that they could not use their minority status and accusations of discrimination to avoid the consequences of their destructive or aggressive behavior.

The severe socio-economic and interpersonal deprivation suffered by so many of these adolescents from minority groups posed additional problems. The staff member, especially the teacher, tended to over-identify with these youngsters. He wanted to right all of the wrongs they had endured, set their topsy-turvy world aright. Only gradually did he learn that all he could do was to provide the kind of model and atmosphere for them that might help them begin to learn.

The team's investment in these deprived adolescents created other problems. These youngsters had endured so much discrimination and unfairness that their hate for their white teachers and other staff often seemed overwhelming. When such hate and accusations of discrimination occured after the teacher, dean, or psychotherapist had tried to be helpful, it sometimes led to despair and hopelessness. It was necessary to remind team members how brief had been the students integrative experience in comparison to their many years of disappointment and unfair treatment; we had to encourage continued efforts to help these youngsters to feel differently about themselves through learning. Finally these efforts began to pay off.

In each interchange the teacher and dean needed to be aware that the student was testing the *authoritative* adult. Many invited hostile retaliatory action from authorities. It became evident that the consequences for unacceptable behavior must repetitively be spelled out for these youngsters. The teacher and dean gradually learned to use each contact resulting from a student's hostile, aggressive acting-out to define the alternatives open to the student. After the consequences for antisocial behavior were repeatedly spelled out, it became necessary to help the dean and teacher deal with their own feelings that they were being unjust and retaliatory in implementing the consequences. Of course, inherent in these feelings was the fact that these consequences sometimes spelled the failure of the program to help a student. However, in time, most students came to expect a firm fairness that was neither a guilty or capricious leniency, nor punitive harshness. The youngsters began to know what the certain consequences of destructive, hostile behavior were. They became convinced that the enforcement was not felt by the authorities as punitive and retaliatory but was only the necessary and inevitable result of actions for which the student must assume responsibility.

Thus, in time, an apparent paradox occurred: The more firm and clear the authorities, the more inevitable the consequences of destructive aggressive behavior, the more these youngsters began to see authority in a less threatening and more friendly light. As the limits were slowly and painfully delineated, it became possible for more students to accept them and to feel secure in their consistency and in their clarity. It finally became clear that educative methods could be helpful to many delinquent and pre-delinquent youngsters.

3. *The Story of Esther*

By JOHN F. OTT

I HAD BEEN TEACHING this class of disturbed adolescents for about a year. During lunch one of the boys told me that Esther had a straight razor and had told him she would use it. While the students were returning to class, I asked Esther to open her purse. Reluctantly she did. I took the razor and put it into my pocket.

"Mr. Ott, you gonna give that back after school?"

"No."

"Man, you can't do that. I use that to clean my fingernails. It's none of your business what I got in my purse."

"Esther, I'm giving this razor to Mrs. O'Neill. If she wants to give it back to you that's up to her."

Before I had finished talking she was out of her seat and moving about the room, talking loud and fast.

Maria, behind me at the board, seemingly uninterested in Esther's problem, had written "Maria and Andy" about ten times. The rest of the youngsters were quietly watching Esther. After a minute she ran out of fast talk, and, muttering under her breath, picked up her things, marched to the door, opened it, turned and said, "Man, how I hate Paddies [white people]!" and then stepped out and gave the door a resounding slam.

What could I do? I thought of the principal running into the girl in the hall. I knew he thought I was too soft with this class. I was not going to chase after her. Along with all this confusion, I had the heavily depressed feeling that any progress I had made with Esther was probably out the window.

And then there was the rest of the class. I turned and yelled at Maria to erase the board and sit down.

"But that's my boyfriend, Mr. Ott, you know Andy."

"I don't care who it is. Sit down and get to work."

"What am I supposed to do?"

"What were you doing yesterday? Did you finish it?"

"No."

"Then finish it."

At this point I saw Dan in the back of the room with a yardstick in his hand hunting for some chalk to hit with it. Dan had not been in the class long. He was a small, immature, but quite intelligent fifteen-year-old. He had received little control or understanding and had developed into a "wise mouth." Senseless arguments with adults, lying, exaggerating, phony self-righteousness, picking up dirty double meanings out of almost everything said in class, were characteristic of his behavior. I told Dan to sit down and put the stick away.

"How can I sit down and put the stick away at the same time?"

"What are you, a wise guy? Do I have to come back there and take it away from you?" His smile told me that he didn't want any trouble but if I wanted him to give up the yardstick I was going to have to go get it . . . I did.

When I turned around one of the girls was sitting in my chair digging through the top drawer of my desk.

"What are you doing in my desk? Get out of there."

"I just want some paper."

"Look! Each of you has his own supply of paper in his own folder in the filing cabinet. Go back there and get it."

"Don't get excited, Mr. Ott. You're gonna break a blood vein. I ran outa paper."

All the boys were forcing raucous laughter after the "blood vein" crack and most were out of their seats. A new student, Bob, was sitting by the lab sink, day-dreaming and turning the water on and off. I had to get some order. My mind was on Esther. If she did run into the principal I could expect a visit soon, and the class was just about ready to eat me alive. I had to do something. I threatened. "Do you want me to kick you out of the room?"

(*Continued on page* 92)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

HISTORY
And the New Social Studies

By RICHARD H. BROWN, *director of the Committee on the Study of History, and associate professor of history, on leave, at Northern Illinois University.*

REVOLUTIONS are fascinating things. They feed on themselves. Those who begin them frequently have no idea where they will end. They are full of paradoxes. All that can be said with certainty is that if it is indeed a revolution the landscape over which it has passed will never be quite the same again. The revolution now afoot in social studies education is no exception. The publication of an important and useful book, *Teaching the New Social Studies in Secondary Schools: An Inductive Approach* (Holt, Rinehart, and Winston, 526 pp., $7.45), by Professor Edwin Fenton of the History Department at Carnegie Institute of Technology, himself one of the leaders of the revolution, offers an occasion for stock-taking.

Designed for the methods course which the would-be teacher takes in college, the book is a collection of writings, chiefly by other revolutionaries, which the student is expected to use "inductively," coming to his own conclusions. In turn, such thoughtful commentators on the world of education as Jerome Bruner, Franklin Patterson, Donald Oliver, J. Lloyd Trump, and a host of others, comment on the "mainly why," the "mainly how," and the "mainly what" of social studies education. Numerous examples of new materials are included, particularly from the Carnegie Tech Curriculum Development Center. Professor Fenton plays host. Mindful perhaps of the fate of Robespierre, he contents himself with gentle admonitions in the introductions and with leading questions which precede each reading, leaving the selections to speak for themselves.

While the book is thus not designed for the general public or for the academician, the revolution involves both. It will succeed or fail only if the schools, supported by the public, are willing to spend three, four, and five times as much as they do at present for social studies education, and only if teachers are better equipped in the future to handle the new approaches.

The revolution is growing steadily more radical—and steadily more illuminating—the further it moves from its original base in the sciences and mathematics and the closer it gets to the humanities. The original message, so brilliantly articulated by Professor Bruner in *The Process of Education,* was that the student learns best and most usefully not by being asked to master the conclusions of scholars about questions which the student only dimly comprehends, but by being given the raw data himself and learning to ask his own questions and to draw his own conclusions. The hope was that by being asked to play the part of the scholar the student would learn not just a set of facts which would be outdated tomorrow, but a mode of inquiry which would serve him through life; and that by discovering for himself sets of relationships, he would have well understood models which would make it easy to analyze, on his own, other and similar sets of relationships whenever he saw them. The key sets of relationships for him to discover were those which constituted the structure of a given discipline. Once he understood those he was equipped to learn through life, or at least until the structures changed. Essentially, then, there were two parts to the message. One had to do with a method of learning, and the other with what is best learned, which in turn came down to curriculum revision.

As might be expected, a message designed for one set of disciplines applies badly, or at least only in part, in another. As a number of the selections in Professor Fenton's book indicate, the social science disciplines have struggled manfully, and with some success, to digest Brunerism. In these disciplines, as Evans Clinchy points out in a perceptive essay, scholars have had a more difficult time agreeing on what the structure of a discipline is. But at least the goals and methods of the social sciences are scientific insofar as their subject matter allows; theoretically there is a structure. In history, which partakes in part of the humanities, the meaning of structure is even more elusive. One suspects that if it exists at all it lies in the methods and purposes of the discipline rather than in the way what is known about it is organized. When the message gets to history, therefore, the emphasis is on the student's use of the scholar's mode of inquiry as the most effective way of learning, rather than on structure, or curriculum. It is infinitely the more important part of the message.

If there is no structure to be reproduced, what then will the student be inquiring about, and what kind of discipline will govern his inquiry? Are the proponents of the revolution willing to follow through when they argue that they want to make the student a fledgling scholar, a free inquirer after truth? Or do they want him merely to find on

Curriculum Projects in the Social Sciences

There are some thirty or forty groups in the United States now working on new curricular materials in history and the social sciences. Among the more significant are the following:

CURRICULUM DEVELOPMENT CENTER, *Carnegie Institute of Technology,* Pittsburgh, Pennsylvania; Edwin Fenton and John M. Good, co-directors. Development of a new curriculum in history and the social sciences for able students in grades 9-12.

COMMITTEE ON THE STUDY OF HISTORY ("The Amherst Project"), *Amherst College,* Amherst, Massachusetts, and the Newberry Library, Chicago, Illinois; Van R. Halsey, chairman, and Richard H. Brown, director. Source material units in American history for high school and junior high school students of various ability levels. Workshops in discovery learning.

CURRICULUM DEVELOPMENT IN SOCIAL STUDIES, *San Francisco State College,* San Francisco, California; Hilda Taba, director. Development of curriculum models for social studies, grades 1-8, and recommendations for their use.

THE SOCIAL STUDIES CURRICULUM PROGRAM, *Educational Services Incorporated,* 44-A Brattle Street, Cambridge, Massachusetts; Elting E. Morison, chairman. A sequential curriculum for social studies, grades 1-12, including written and visual source materials and games.

SOCIAL STUDIES CURRICULUM DEVELOPMENT CENTER, *University of Minnesota,* Minneapolis, Minnesota; Edith West, director. Development of a new curriculum for grades K to 14 based on the concept of culture and stressing the sequential development of concepts and skills.

SOCIOLOGICAL RESOURCES FOR SECONDARY SCHOOLS, *University of Michigan,* Ann Arbor, Michigan; Robert Angell, director. Preparation of source-material "episodes" in various fields of sociology, designed for secondary school use.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

his own the truths they already know? In dealing with the original sources, which are the raw materials of history, should the student do any more than play a game with the compiler of the materials, looking for clues so that he may come to a preordained answer? Dare he find things the compiler did not know were there, or ask questions which will carry him outside the materials altogether? Will the compiler dare to confront him with problems that cannot "be solved," or allow him to delight in discovering irony and paradox, as the historian does when its only value is to heighten his sensibilities and the sense of the human condition?

To any red-blooded revolutionary these are, presumably, rhetorical questions. They suggest the liberating quality of the new pedagogy. And yet if the answer given them is to be sound, the lexicon of the revolution needs clarification in one respect. This reviewer would cavil with one of Professor Fenton's introductions in which he pictures a continuum of teaching techniques ranging from the traditional expository methods of textbook-recitation and lecture on the one hand to "nondirective student-centered" discovery on the other. Presumably somewhere in the middle lies "inductive" teaching, in which the student is given raw material and then asked questions designed to induce a preordained generalization.

If, indeed, discovery learning is what the new social studies comes down to, as the Brunerian base and most of its proponents suggest it must, there is need to clarify the term. Is it nondirective under any circumstances? Or is it in fact strongly directed, not toward an answer to be sure, but by the questions asked and by all of the apparatus and logic of scholarly method? Does it not also embrace both inductive and deductive methods of learning?

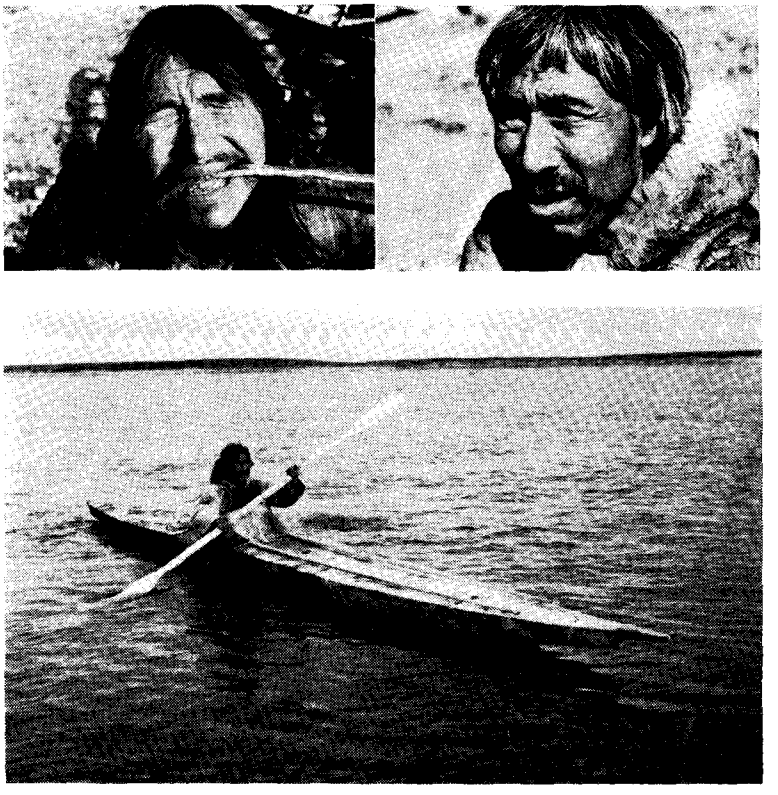
There are few, if any, of the proponents of the new revolution who would argue that discovery learning refers to a single method of investigation, or that a student should spend all his time trying to learn from scratch what other people could tell him if he asked. The key thing is that he must ask—that he must *see* the question, and want an answer. Discovery learning thus refers not so much to a method as to an attitude, a stance, a style, in which the student starts with a question and uses various methods—perhaps even listening to the teacher or reading a textbook—as he seeks an answer.

There are paradoxes aplenty in what is going on. From one end of the country to the other, projects are being devoted to new materials. While some are developing separate units of work which can be used in conjunction with other materials, most are thinking more grandly in terms of entire courses and even sequences of courses, some for all the grades from kindergarten to college. They are in fact planning curricula. Some of the materials are already on the market, most notably the first courses of a four-year sequence for high schools prepared at Carnegie Tech under Professor Fenton. These will shortly be followed by others, including the first courses from the munificently financed Social Studies Curriculum Program of Educational Services Incorporated (E SI), blood brothers of the Cambridge group which prepared the new PSSC physics program a decade ago.

And yet, between the lines of all of them is the message which suggests that learning begins with the individual student. Carried to its logical conclusion this means that curriculum must be planned in each individual classroom, ideally for each individual student; it cannot be planned in Pittsburgh or in Cambridge, in Minneapolis or in Amherst. To be sure, this is an ideal which cannot be reached until teachers are trained for greater flexibility, and until they have time to think and plan during the school year, free from the impossible demands of the five-course day. And yet there is irony in the fact that even now the teacher best equipped to use the ESI or Fenton materials will be the teacher who would rather plan his own course.

There is a second paradox. Even as proponents of the new social studies put increasing stress on the mode of inquiry of the scholar as being the proper heart of course offerings, numbers of the brethren are being lured off by the old siren-song of interdisciplinary work. More than one center is at work on sequential courses labeled "social studies" which use history as "a mere grab-bag of examples to illuminate social science concepts," as one historian has noted, leaving out the discipline of history altogether. In an age in which "content" as traditionally seen was the heart of social studies offerings this was a promising direction for reform; indeed the very rubric "social studies," now in vogue for fifty years, suggested it. But as Professor Clyde Kohn points out in a thoughtful essay on geography, "if the basic tenets of the Bruner theory of learning are to be accepted... geography cannot be assimilated or integrated with history or with any one of the social sciences and still retain its identity. If the key to knowledge and understanding lies in the structure of a given field of learning, then learning in geography will take place only when children learn to think in terms of the basic concepts

(*Continued on page* 92)



Among the experimental new materials being developed for social studies instruction is a series of films on the life of the Netsilik Eskimos produced by Educational Services Incorporated, from which the above scenes are taken. The films portray major facets of Eskimo life, but do not include any narration; their intent is to teach students to formulate their own questions and to arrive at their own generalizations.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

—Photos by Thecla (Courtesy of Israel Education Fund).

"Both individual and group abilities depend for their development upon the opportunities afforded by the environment for varied experience, and for giving scope and meaning to this experience."

Fighting Deprivation in the Promised Land

Americans generally associate cultural deprivation with their own minority groups—with Negroes, Puerto Ricans, Mexican-Americans, and sometimes with Indians and Eskimos. But deprivation knows no national boundary.

In Israel, with a Western-style system of universal education, the problems have been particularly acute. The vast number of children being absorbed into the educational system have come from eighty different countries, with no one language in common. Increasingly they have come from the largely Islamic nations of North Africa and Asia, from traditional agrarian cultures in which secular education in the Western tradition is virtually unknown. Today, these children constitute 60 per cent of all primary school students in Israel, and it is they, overwhelmingly, who are the nation's culturally deprived. The children from essentially "Western" families, on the other hand, belong to an inner community that occupies most of the better housing, controls the government, owns most of the nation's industry, and dominates the arts, sciences, and professions.

To cope with such problems, Israeli educators and scholars, based at the Szold Institute of Jerusalem, have initiated extensive programs of research and experimentation on the most effective means of eliminating cultural disadvantage. Their general findings—reported here by Professor Moshe Smilansky, chairman of the Department of Educational Sciences at Tel-Aviv University, Research Advisor to the Minister of Education, and former director of the Szold Institute—have already had an impact on Head Start and other American programs, and are likely to have more.

By MOSHE SMILANSKY

OUR KNOWLEDGE of how to educate the culturally deprived is very limited; in many respects it is still in the early experimental stage, and in no case has it advanced far beyond this point. We know relatively little, for example, about the intricate ways in which the learning process is related to cultural patterns, social organization, or personality development. And we are only beginning to lay the foundations for an encompassing theoretical framework that will clarify this complex interaction. Yet the pressures for immediate action cannot be denied. We are not able to wait.

Fortunately, it is possible, even in the present state of our knowledge, to exert direction and positive influence on the education of underprivileged children. The many studies and experiments carried out during the past seven years by the Szold Institute in Jerusalem, in cooperation with the Israeli Ministry of Education, point directions in which we can move and suggest approaches that we can take.

Two broad generalizations that provide a frame of reference for further work in the field seem to be emerging from these experiments. First is the proposition that to a great extent human ability is a social product. In many areas it appears and develops only when recognized and encouraged by society. Both individual and group abilities depend for their development upon the opportunities afforded by the environment for varied experience, and for giving scope and meaning to this experience.

These opportunities may be limited or extended by a variety of factors. Differences in child-rearing practices, for instance, national policy and social climate, and the structure and activities of the educational system all influence the opportunities afforded the individual in society—and the abilities appearing in the population vary accordingly.

Our studies, then, deny the commonly held notion of a "limited pool of ability" in a population. Rather, they support a more dynamic view that abilities are susceptible to broad modification. IQ distributions, for instance, vary among different nations in accordance with their social conditions. In both Western and Eastern nations the percentage of youth with the ability to graduate from institutions of higher education has risen as conditions in these countries have improved.

Our experiments point to the possibility of raising the IQ of culturally deprived children by an average of about twenty points during the preschool period and about ten points at adolescence. At the lower IQ levels, the gain is nearly thirty points for preschoolers, and fifteen points at adolescence. And follow-ups of children from kindergarten experimental groups show that their gain is not an artificial or temporary one, but that it is maintained if proper education is continued.

Additional experiments conducted

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

A handful of people like Mary Carnwath are trying to keep our promise to the Indians. But they won't make it without you.

The Hopi Indians' village of Shipaulovi in Arizona sits on land so poor, infertile and inhospitable that so far nobody has tried to take it away from them.

Electricity has not yet reached the Hopis. Water must be hauled from three miles away. Jobs are few and far away. Only poverty and despair are close-by and in abundance.

Yet for the first time in generations, Mary Carnwath and people like her are stirring hope among the Hopis.

Mary Carnwath works and lives two thousand miles away, in Manhattan. Her own daughter is now grown-up, and through *Save the Children Federation* she is sponsoring one of the village girls, 8-year-old Grace Mahtewa.

The Mahtewas (two parents, three children, one grandmother and a sister-in-law) live tightly packed in a tiny rock and mud house. The father who knows ranch work but can't find any most of the year, isn't able to provide the family with even the bare necessities.

Grace, bright, ambitious and industrious, would possibly have had to quit school as soon as she was old enough to do a day's work. But, because of Mary Carnwath, that won't be necessary.

The $12.50 a month contributed by Mary Carnwath is providing a remarkable number of things for Grace and her family.

Grace will have a chance to continue schooling. The family has been able to make its home a little more livable. And with the money left over, together with funds from other sponsors, the village has been able to renovate a dilapidated building for use as a village center. The center now has two manual sewing machines that are the beginnings of a small income-producing business. It's only a small beginning. More money and more people like Mary Carnwath are needed. With your help, perhaps this village program will produce enough money to end the Hopi's need for help. That is what Save the Children is all about.

Although contributions are deductible, it's not a charity. The aim is not merely to buy one child a few hot meals, a warm coat and a new pair of shoes. Instead, your contribution is used to give the child, the family and the village a little boost that may be all they need to start helping themselves.

Sponsors are desperately needed for other American Indian children —who suffer the highest disease rate and who look forward to the shortest life span of any American group.

As a sponsor you will receive a photo of the child, regular reports on his progress and, if you wish, a chance to correspond with him and his family.

Mary Carnwath knows that she can't save the world for $12.50 a month. Only a small corner of it. But, maybe that is the way to save the world. If there are enough Mary Carnwaths. How about you?

Save the Children Federation is registered with the U.S. State Department Advisory Committee on Voluntary Foreign Aid, and a member of the International Union of Child Welfare. Financial statements and annual reports are available on request.

National Sponsors (partial list)
Faith Baldwin, Mrs. James Bryant Conant
Joan Crawford, Hon. James A. Farley,
Jerry Lewis, Henry R. Luce,
Frank Sinatra, Mrs. Earl Warren

Save The Children Federation

NORWALK, CONNECTICUT 06852

I WISH TO SPONSOR AN AMERICAN INDIAN CHILD.
ENCLOSED IS MY FIRST PAYMENT OF:

☐ $12.50 MONTHLY ☐ $37.50 QUARTERLY
☐ $75 SEMI-ANNUALLY ☐ $150 ANNUALLY

I CAN'T SPONSOR A CHILD, BUT I'D LIKE TO HELP.
ENCLOSED IS A CONTRIBUTION OF $_____
☐ SEND ME MORE INFORMATION.

NAME_____

ADDRESS_____

CITY_____ STATE_____ ZIP_____

CONTRIBUTIONS ARE U.S. INCOME TAX DEDUCTIBLE

SR10-15

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Come to the U.N.

A trip to United Nations Headquarters can be educational and inspirational. What's more, it's fun.

We're not sure the young visitor at the left knows it, but talking to the Japanese Attaché and the Mali Representative is United States Ambassador to the UN, Arthur Goldberg. (2,000 representatives of 117 countries work at the UN, plus 3400 Secretariat employees. They're often on the job 14 hours a day.)

21,000 visitors come to United Nations Headquarters every week. Guided tours start every 10 minutes, 9:15am to 4:45pm, 7 days a week. Tours cost $1.25 for adults, 50¢ for children and students, are conducted by lovely guides from 36 countries, last one hour, and will fill many letters home.

Would you like to know more about what's in store for you at the UN?

For a free UN Tour Booklet and Visitor's Button, write to: UN Association of the United States, New York 10017.

Contributed by this magazine as a public service in cooperation with The Advertising Council.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

during late adolescence show that special tutoring, enrichment programs, and boarding school experience can increase the number of students taking matriculation examinations for the university as well as the degree of success these students enjoy. The experimental groups show an increase of about 50 per cent when compared with control groups of similar background.

It should be emphasized, too, that these results were achieved in early experiments with relatively primitive instructional materials, and with personnel who received no special training.

The second generalization that can be drawn from our studies is that a formal policy of equality for all is not enough; the disadvantaged must have preferential treatment if they are to catch up.

From an absolute standpoint the condition of disadvantaged children and adults has improved perceptibly in Israel in recent years, as in the United States and most other developed societies; their economic condition, rate of school attainment, and even their level of achievement are higher than they were in the past. But quality within a given society is relative. And the important differences are those that divide the various strata of a given society at a particular time. While the circumstances of disadvantaged groups have improved in absolute terms, in the recent past the favored groups have improved their condition even more, proportionately.

At one time social theorists believed that inequality among classes could be removed merely by guaranteeing to all equal access to public services. But the experience of the past quarter century has shown that this assumption is mistaken in most areas, and especially in relation to the culturally deprived. On the one hand, the gap between the "haves" and the "have nots" is far wider and deeper than the theorists had thought; and, on the other hand, the adage, "To him who has, even more shall be given," still operates. Thus it becomes increasingly clear that any significant change in the condition of the disadvantaged can be achieved only through a national policy of preferential treatment that will compensate for their fundamental weaknesses. Compensatory measures that we have tested in Israel include free nurseries; allocation of special funds for building, equipment, and supplies; longer school-day and school-year programs; adaptation of the curriculum; special tutoring for teachers; counseling services; preferential acceptance to academic secondary schools; and similar programs.

Taking into account, then, that to achieve true equality, the disadvantaged must be accorded preferential treatment —it is possible to define certain strategic approaches to the problem. This can be done by formulating clear objectives, by taking advantage of opportunities for limited advances, by creating a center for alternative experimental approaches to specific problems, and by interweaving with this broad pattern a continuing program of evaluation.

Such an approach makes education an experimental proposition. It allows education to serve as an unlimited testing ground for the improvement of the potentialities of man and society. Adopting this techinique, we were able to test a variety of strategic approaches and to formulate a number of generalizations.

ONE of our fundamental findings is that culturally deprived children require modified teaching techniques and a specially constructed curriculum if they are to achieve success in school. Careful analysis of deprived children during their transition from home to kindergarten, during their years in kindergarten and elementary school, and at maturity, shows that they are not mentally retarded. Therefore, they do not belong in special schools for the handicapped. Yet they are not equipped to benefit from the curriculum and teaching procedures of the ordinary school program. In the past, educators have tried to meet this problem by slowing the tempo and reducing the range of content—as in life adjustment programs in the United States.

However, our work at the Szold Institute has led us to believe that these children will not benefit either from schools for the handicapped or from the regular school program slowed in tempo and reduced in range of content. What is needed is a specially constructed curriculum, revised methods of teaching, and learning devices that help to fill in the gaps in the child's experience, re-

Aid for Israel's Deprived

THE ISRAEL EDUCATION FUND (IEF), of the United Jewish Appeal, sponsors a broad program to provide facilities for Israel's culturally deprived at each of the three age levels identified in Professor Smilansky's research studies as "points of crisis" in human development. The earliest such period is served by pre-kindergarten schools. For early adolescents, IEF provides both comprehensive high schools and, for the gifted among the disadvantaged, boarding schools. For adults and their communities, it provides public libraries, community centers, and scholarships for teachers-in-training. Most of these facilities are being constructed in immigrant development towns, where cultural deprivation is the rule rather than the exception.

Since it was established in 1964, IEF has supplied funds for twenty-nine high schools, five libraries, twelve community and cultural centers, and six pre-kindergarten schools. It has also provided scholarships for 300 teacher-trainees, many of whom are pledged to teach for two years in development-town high schools.

The School and Other Community Agencies

THE SCHOOL may successfully promote scholastic achievement of the culturally deprived even when its work is confined to school boundaries. But the possibilities are relatively limited unless there is planned coordination of effort with other state and community agencies.

Public housing policies, employment opportunities, vocational training programs, school zoning, and other socially oriented measures will influence the composition of different schools, the motivation of pupils, and the possibilities of promoting growth; so also will developments in family planning, guidance of immigrant families to certain settlements, the movement of industry from one area to another, industrial automation, and similar changes in other spheres of national life. All have their effect.

Activities in both the school and the community, therefore, should be guided by the same principles and objectives; it is only the means that vary. Unless we can plan through a comprehensive approach, and build school and community activity as mutually supporting growth systems, there is a danger of reaching a standstill in the process of bridging the gap between the disadvantaged and society at large. The effects of one development can be nullified by the effects of another, even though each may be regarded as "successful" within the limited view of its sponsoring agency.

—M.S.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

verse the negative trends and mitigate the deficiencies that deprivation has produced.

In taking this approach, we have come to believe that there is no need to wait for a specific level of development. "Readiness" is commonly accepted as being influenced by genetic factors, but it is also influenced by the environment. The usual assumption is that a child should not be expected to respond to specific teaching until he has reached an appropriate stage of readiness. Our work suggests, however, that the time of readiness can be advanced and the quality of development can be enriched by working with children before they show overt signs of readiness. Our work also indicates that if the time of readiness for developing certain abilities passes without being influenced by environmental agents (the home or school), these abilities may never be developed.

The "deprivation" of "deprived children" may, indeed, be seen as largely due to the failure of environmental agents: they fail to provide the children with necessary nourishment before they are ready to exercise specific capacities, and they fail, once the capacities are ready for exercise, to challenge their use and development.

We, therefore, take responsibility for actively fostering abilities, and act before, as well as during, the expected maturation time of each stage. We become active partners with the children, involved with them in their effort to learn and develop – through teaching, training, and guiding. We do not limit ourselves to "preparing the ground and waiting backstage," as seems often to have been the case in the past. It is particularly important in working with disadvantaged children to nourish the intellect during the preschool years. It has been assumed in the past that a child has to reach a certain level of development before he can profit from learning. But we have found that these formative years are most important. After five years of experimentation in this field, we can say that it is feasible to develop programs for three- to six-year-olds that will lay a foundation for developing desirable behavior, abilities, and organization of knowledge.

The reasoning behind our work with preschool children is, we feel, compelling. The preschool years are characterized by the most rapid change and growth; it is a period of crisis when the child moves toward the world outside the home and is ready to identify with new and encompassing social systems. The child's perceptions, sense of security, pattern of individual development, basic elements of abstract thinking, and his style of intellectual performance will all depend, to a great extent, on what he learns and the attitudes he acquires during this stage. The gap between the advantaged and the disadvantaged is relatively limited at this age. The child has experienced little or no failure and is relatively confident and predisposed to new experiences. The parents of children of this age are also emotionally ready and relatively able to support the intellectual development of the child, while the child still identifies with his parents and is ready to accept their guidance. And finally, preschoolers are as yet immune to the contagion of social prejudice; therefore, it is the best period to introduce intergroup acceptance and integration as a natural process.

With the results already available, we can demonstrate the possibilities of changing motivation and achievement, developing abilities through socio-dramatic play and improving language, and stimulating a substantial rise in IQ. In future work in this area, we plan to involve two-year-old children, continue specific enrichment practices in the first and second years of school, and use more divergent approaches and more sophisticated instructional materials. Beginning this year, the Ministry of Education put into operation a plan which, within three years, will provide free nursery school education to every child of ages three or four who comes from a culturally deprived background.

BUT providing for the very young is not enough; what of the older children? The premise of "irreversibility" holds that individuals at any level of development cannot make gains if they have missed the opportunity in an earlier period when such gains could have been made more easily. Although our experience indicates that more significant progress occurs with less effort in the preschool years than later, we believe that effort expended with older age groups can be fruitful. The important question is, "In what respect and at what cost can man change at different ages?"

Evidence indicates that at each developmental stage it is possible to foster certain specific capacities that had not previously been developed. This can be illustrated in Israel by the way new immigrants from the primitive agrarian societies of Yemen, Kurdistan, and the Moroccan mountains have adapted to the demands of machine operation in newly developing industries; the adjustment of city-bred youth and adults of different cultures to agricultural and rural life; the results of an Israeli army technical training course for high school dropouts, ages sixteen to seventeen; the

(*Continued on page* 91)

The School and the Parents

WHEN DEVELOPING PROGRAMS for the culturally deprived child, we have assumed that the home and the school are two very different systems. They are different in structure, expectations, requirements, the behavior they demand of children, the rewards they offer, etc. Yet we find that *the child can function in these two different systems successfully*, if two conditions are fulfiled: The child must have a clear picture of the meaning of the school, and the home must give its support to the school. For each condition, there are specific requirements.

For the home to be able to give its support to the school, the school must: a) accept the home as a home, b) try to understand it and support its particular functions, c) not try to change the home or to undermine it, and d) seek a *union* with the home at the point of common concern—the successful progress of the child in school.

Our experience teaches us that, under these conditions, culturally deprived parents will give their support to the school. They need to see clearly the relationship of schooling to the eventual social and occupational mobility of their child. They need to know, concretely, how the school works to offer their child success and to fortify him as he experiences success. They need proof that the school is committed to the success of their child. They will then participate in supportive ways.

We view parent education not as re-education of parents, or psychotherapy, or social work, as it is sometimes viewed by educators working in culturally deprived neighborhoods. We focus, instead, on the progress of the child, and we think of the home as being able to give the school valuable support in aiding the child's progress.

In speaking of home support, we mean that at different ages there are different possibilities for cooperation with parents. In the pre-school age programs, we have experimented with teaching parents to teach their children certain things required in school. In the programs for adolescents, we have asked only that parents understand our program and support their child when he voluntarily enters an enrichment project where demands on him increase and home schedules are affected. Parental attitudes in such cases can make a critical difference. —M.S.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Voices in the Classroom

Is There a New Establishment?

IN THE ANNALS of Great American Plots, few ever appeared more sinister than the one described by the phrase "the Educational Establishment"—or, even more ugly, "the Educationist Establishment." Knowing heads nodded profoundly as they listened to tales of the collusive machinations of the educationist-NEA-teachers' college axis—a hyphenated conspiracy to deprive American boys and girls of their intellectual birthright and to make them unfit for service even on Swiss atomic submarines, let alone American ones. Somewhere, it was said, the plutocrats sold us down the Progressive River—had left us up the creek of life adjustment without so much as a disciplinary paddle. The educationists, as the critics saw it, were devoting themselves to courses in basket-weaving, to the mongrelization of the social sciences, and to curricula of pap wherein children never learned anything of value.

Now a new era has begun. The critics, clearly, have had their impact: Curricula are changing, salaries are rising, and fresh faces and attitudes are appearing in the classroom. Creeping Progressivism has been arrested, its high priests driven underground, their rituals banned. We now have new devils—publishers of textbooks, for example, teachers with middle-class attitudes, promoters of tests, and deans of admission at Ivy League colleges. We have a new liturgy—"process-centered learning," "cultural enrichment," "structured programs," "compensatory education," and "the revolution in the classroom." And we also have the makings of a new Establishment, one that is already regarded in some circles—especially within the old Establishment—as more sinister than the old Establishment itself.

The elements of this new Establishment have been with us for years, but never before have its members insinuated themselves so deeply into the seats of educational influence. Here are the promoters of national assessment, of new forms of evaluation and research, of national compacts—men regarded as the insidious underminers of that most cherished of shibboleths, local control. This new Establishment is Eastern, Ivy League, liberal-Republican in orientation. Its members often belong to the same clubs, attended the same colleges, and sit on common boards of trustees. To a good rural Populist, they embody all that is evil in American life. Its leading members are:

JOHN W. GARDNER, the Secretary of Health Education and Welfare, and president on leave of the Carnegie Corporation (which is helping to finance National Assessment); JULIUS STRATTON, chairman of the board of the Ford Foundation, a director of the Carnegie Foundation for the Advancement of Teaching, and former president of M.I.T.; JOHN J. MCCLOY, until recently chairman of the board of the Ford Foundation, former chairman of the board of the Chase Manhattan Bank, and a law partner of Morris Hadley, who happens to be chairman of the board of the Carnegie Corporation; MCGEORGE BUNDY, president of the Ford Foundation, a former Presidential advisor, and a Yale classmate (1940) of Harold Howe II, the United States Commissioner of Education; Howe is the successor of Francis Keppel, who had been dean of the Harvard Graduate School of Education before becoming U.S. Commissioner; his father had been president of the Carnegie Corporation. The elder statesman of the New Establishment, of course, is JAMES B. CONANT, the former president of Harvard, whose extensive studies of American schools were financed, surprisingly enough, by Carnegie.

ALL of these men are natives of either the East or the West Coast: Gardner is a graduate of Stanford, Stratton of M.I.T., and McCloy of Amherst. The others are alumni of Harvard or Yale. None came from the South or the Midwest or from a small town. None ever attended a teachers' college or worked for the NEA. Two are members of the Council on Foreign Relations—that most typical of Establishment organizations—and a third once worked for it, but none claims membership in Rotary, Lions, Kiwanis, or the Elks. They are at home in the board rooms of foundations and corporations, at the meetings of Eastern college trustees, and in the inner councils of the national government. None has ever been formally associated with a state department of education.

Is this an old-tie, British-style Establishment of people whose cozy buddyship overrides considerations of merit, a closed club of gray flannel organization men contemptuous of the great heart of America? Is it a new plot by Eastern intellectuals to take over the country? The returns, of course, aren't all in. Perhaps something is being plotted—say a gigantic textbook-burning, or an amendment declaring Dick and Jane unconstitutional. Probably, however, the impact of the new men will be far more limited. The United States now operates an educational enterprise involving some 55,000,000 people, $40 billion, and literally thousands of separate boards, foundations, agencies, commissions, committees, and other organizations, each of them with a substantial degree of autonomy. If we relied solely on the formal channels—on the official connections between them—the whole structure would collapse in chaos before morning. Only an Establishment, a system of informal communications and associations, can make the thing work at all. If the chairman of the board of the Ford Foundation could not collaborate with the Commissioner of Education, if the president-on-leave of the Carnegie Corporation could not fit comfortably into a phone booth with the Secretary of Health, Education, and Welfare, there would be no national policy and direction whatever.

The old Establishment still remains—in teachers' colleges and professional organizations, and in a thousand school departments—to act as a source of countervailing, and sometimes overwhelming, power. There are independent organizations and critics—PTAs and Citizens' Committees—to examine the activities of the schools. And there are enough divisions of authority, enough independent agencies, to reassure even the most anxious adherent of the theory of conspiracy. What the new Establishment represents is an attitude, an attempt to bring to education the styles of the university, of industry, of the new technology. It is headed by men who move freely from the institutions of government to the institutions of education and business, and who thus become institutions themselves.

But given the current controversies about national educational assessment, federal assistance, and local control, the new Establishment has hardly begun to take over Main Street. And given the dinosaur reflexes of American education, it probably never will. By the time the new men are securely in the seats of power, there will be a new generation of critics, and new attitudes to direct us. Finally, for those who are still anxious, let it be said that the man who assembled much of this Establishment came from a small town in Texas, attended a teachers' college, taught school, and still likes to sit in the shade of a live oak on the banks of the Pedernales. Nothing could be more comforting.

—PETER SCHRAG.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Schools Make News

Opening Day

FOR MOST AMERICAN schools, the academic year 1966-67 opened in relative quiet. Fifty million children began the semester with hardly a boycott, a picket line, or a protest. But in Dearborn, Michigan, 150 members of the American Federation of Teachers struck the Henry Ford Community College to demand a $1,000 pay raise, the first AFT-organized strike against an institution of higher education; in Grenada, Mississippi, the first days of school integration resulted in violence and in federal suits against local officials who allegedly stood by while Negro children were beaten; in New York, when parents of children assigned to the windowless, experimental Intermediate School 201 in Harlem demanded that the Board of Education either bus white children into the school or give complete control —including selection of teachers—to the local parents, they embroiled the system in a major controversy involving the principal, teachers, and several of the national civil rights organizations. But for the most part, the beginning of the year was what a New York administrator called "normal"—normal, that is, for the days when only the tearful face of a beginning six-year-old, not the bayonets of national guardsmen or pickets, adorned the schoolhouse steps.

How Much Integration?

EARLY IN SEPTEMBER Commissioner of Education Harold Howe II predicted that there will be more school integration this year than in any other. But so far the returns are unclear. In the South more Negro children will be going to school with whites than ever before, although more than 90 per cent will still attend segregated classes. And almost as Commissioner Howe was speaking, Professor Robin M. Williams of Cornell University told a meeting of sociologists that American schools today are more heavily segregated than in 1954. "Huge metropolitan areas," he said, "are resegregating their schools; the trend is toward more, rather than less, segregated facilities." Despite the controversy over the trends, and over the meaning of statistics, it seems clear that some northern Negro militants, if not most, are placing more emphasis on upgrading all-Negro schools and on Negro political power, and less on integration.

—*Wide World.*

I.S. 201—School under siege.

Slums and Suburbs

AMONG THE INNOVATIONS in the attempt to provide better education for Negro children are two programs—one in Boston, the other in Hartford, Connecticut—under which inner-city children are bussed to suburban schools. In Boston, the Metropolitan Council for Educational Opportunity (METCO) is transporting approximately 240 children to Newton, Wellesley, Lexington, and other communities, where they will be regularly enrolled students in local schools. In Hartford 270 children are being taken to neighboring Farmington, Simsbury, South Windsor, and West Hartford. The Connecticut program has federal, state, and local support. In Boston, the money—for tuition as well as bussing—comes from the federal government. Cost of administering METCO is supported by a grant from the Carnegie Corporation.

In Washington, D.C., growing numbers of Negroes seeking better education for their children are turning to private and parochial schools. Washington Board of Education officials expressed concern that the system might one day become "not just all-Negro, but made up almost totally of poor children." As Negro enrollment in private schools has increased, however, white enrollment has fallen off. Apparently white parents have moved to the suburbs and enrolled their children in public schools, while Negroes must turn to parochial and private education because of suburban housing discrimination.

Teacher Shortage

PERHAPS THE MOST UNEXPECTED development of the fall was a shortage of teachers that, in some communities, reached crisis proportions. Federal education and poverty funds, it is estimated, have created about 100,000 new positions, drawing off a good many regular teachers; in addition some school officials believe that the draft has had some impact on the teaching force. New York State is reportedly short 12,000 teachers; in Illinois, an official called this "the most critical year in the last eight or ten." Meanwhile, Congress remains reluctant to provide full support for the National Teacher Corps, which would bring 1,200 new teachers into classrooms in deprived urban and rural areas.

Pie in the Sky for ETV?

EARLY IN AUGUST the Ford Foundation proposed a vast expansion of educational television through a non-profit communications satellite system; five non-commercial channels would be financed by the commercial networks

Los Angeles Times

U.S. School Integration Program Lags in South

The Clarion-Ledger

Substantial Increase Foreseen In School Integration This Fall

It all depends on how you look at it—The head on the right appeared in the Jackson, Miss., *Clarion-Ledger* August 30; the one on the left appeared in the Los Angeles *Times* August 31.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

from savings achieved when satellites supplant circuits on the ground. Within four weeks after the Ford announcement, the Communications Satellite Corporation (*Comsat*), previously little concerned with the matter, outlined a plan for even broader support of ETV, coming from all users of communications satellites, not just the TV chains. A third voice will be heard on the subject before the end of the year, when the Carnegie Commission on Educational Television completes its study of the long-range needs of ETV. The needs are growing, according to the U.S. Office of Education; a record number of ETV stations will supplement classroom instruction this year, reaching about two-thirds of the students in the nation's schools and colleges.

Technology for the Schools

THE MOST COMPREHENSIVE article to appear so far on technology for the classroom appeared in the August issue of *Fortune* magazine. Charles E. Silberman writes that businesses now entering the education market bring unprecedented resources of manpower and talent, as well as "a commitment to innovation and an experience in management that is also new to the field." But, he cautions, "rarely have U.S. corporations assumed a role so fraught with danger for the society, as well as for themselves, or so filled with responsibility and opportunity. For over the long run, the new business-government thrust is likely to transform both the organization and the content of education, and through it, the character and shape of American society itself."

While the "hardware"—teaching machines, talking typewriters, computers, etc.—is available or developing rapidly, the "software," to give the machines their substance, in many cases does not yet exist. The greatest obstacle is our ignorance about the process of learning itself. In time, says Silberman, these problems will be solved and the payoff in new machinery and curriculum materials will be large, but it may take as long as fifteen years. "Anyone looking for quick or easy profits," he warns, "would be well advised to drop out now."

The Textboom

TEXTBOOK SALES, WHICH increased by more than 14 per cent from 1964 to 1965, are expected to go up another 20 per cent for 1966. According to a report published by Burnham and Company, a New York brokerage house, federal aid alone may raise 1966 sales by 12 per cent. Total sales in 1965 stood at $585 million, with McGraw-Hill ($60,500,000), Scott Foresman and Co. ($50,000,000) and Holt, Rinehart and Winston ($46,900,000) leading the industry. Net income, after taxes, was 8 per cent of total sales for the industry in 1964, and it was probably somewhat higher in 1965.

Braille by Computer

THE U.S. OFFICE of Education and the University of Southern California are developing a new kind of Braille library through the use of a computer printer. This device, developed by Honeywell, Inc., is making it possible for the first time to translate books, speeches, and magazine articles swiftly into Braille. It eliminates the usual four- to five-month lag between order and delivery. Previously it was necessary for a volunteer to make a manual translation from the printed text into Braille with the use of a slate and stylus. If two copies were necessary, production of the second took just as long as the first. The new Braille library, on computer tape, eliminates this process.

The aim of the project is to enable handicapped children to study the same materials as their sighted classmates.

They Said It

BENJAMIN WILLIS, for thirteen years Chicago's controversial superintendent of schools, at the last School Board meeting before his retirement: "This is a city where nothing comes small – including the problems."

FRANCIS A. J. IANNI, former head of the Division of Educational Research of the U.S. Office of Education (writing in *Southern Education Report*): "If the schools and what goes on inside them will not be the same, then neither should nor will be the people who run them. . . . This suggests that if education is going to be a different establishment, we have to develop some new and different ways to train people for service in that field. It means that a lot of good people already doing other important things will be involved as never before in planning, operating and renewing the educational system. . . . Most certainly it means that learning and professional preparation must become a lifetime activity for educational personnel."

—*Wide World.*

Benjamin Willis of Chicago—His was no small problem.

DEFENSE SECRETARY ROBERT S. MCNAMARA at the annual convention of the Veterans of Foreign Wars: "Instead of striving to be the inspiring, reward-reinforcing, motivation-bolstering occasions of their students' knowledge, too many teachers end by causing them to retreat into a mental fog of boredom, confusion and noncomprehension. This grisly mix of understandable reactions is then, all too often, simply labeled: 'low aptitude.'"

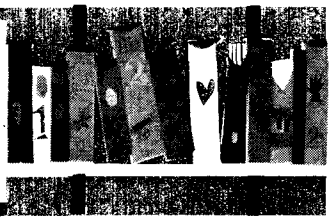
EDWARD D. EDDY, president of Chatham College, at the institution's opening convocation: "I have the feeling that the period of intense of social activism has begun to pass. There is a very real possibility of student withdrawal, of a return to a higher degree of self-orientation than we have seen in recent years. The college student may well retreat emotionally and physically into the false comfort of academic hibernation. If it happens many of us will be sorry. It means only a return to the debilitating kind of self-pity which has marked so many college decades of the past.

Notes

ONLY A HANDFUL of states used all the funds allocated to them under the Elementary and Secondary Education Act. Some $132 million appropriated under Title I of the Act for the fiscal year ending in June was not used; Massachusetts drew only 55 per cent of its funds. Florida and the District of Columbia used all of their allocations. . . . The University of Pennsylvania has decided not to accept government funds for secret research—that is, research of which the results cannot be published. . . . School and college construction in 1965 reached a total of $6.1 billion, breaking all previous records, according to a report in *American School and University*. . . . Yale University has established a new graduate degree, the Master of Philosophy, to be awarded to students who have satisfied all doctoral requirements except for the dissertation; it is designed especially for future college and school teachers. . . . The New School for Social Research has established a new two-year (junior, senior) program leading to the Bachelor of Arts degree in the social sciences or the humanities; the program is designed to put "specialization in its proper context" and will emphasize interdisciplinary courses.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

the Editor's Bookshelf



Adult Education has come to have a specialized meaning that has little to do with the age of the student. The term is rarely applied to the education of those enrolled in regular college or university courses of the kind that lead to a degree, even when the students are mature. More often it refers to specially designed non-credit courses for employed men and women who attend classes in the late afternoon or evening. Sometimes it is extended to include independent study and adult discussion groups such as those sponsored by the Great Books Foundation. It also includes instruction by correspondence for those who are eager to get ahead, either by improving their vocational skills or by learning not to confuse adjectives with adverbs.

It is unlikely that anyone has ever believed that education, broadly defined, should terminate on the day when a student leaves school. Many adults will testify that they have learned more since graduation than before. Commencement speakers are fond of pointing out the meaning of the word *commencement.* Certainly a well motivated adult can continue to expand his intellectual horizons throughout his life without formal instruction. But many educators believe that for most people the usual media of communication—newspapers, magazines, books, radio, and television—are insufficient unless supplemented by some kind of organized instruction.

During the nineteenth century nearly all civilized nations developed programs of adult education. In recent decades they have expanded these programs. Some have done it half-heartedly, others in accordance with a well defined plan. In the United States, though there has been no nationwide planning, seminars in the humanistic studies now are provided for business executives while both general education and vocational courses are available in many places for those who left school too soon, who feel a need for refresher courses, or who wish to expand their intellectual horizons. But, as a nation, we have not yet decided who should be responsible for adult education, what institutions should provide it, or who should pay for it. While all our states now accept responsibility for secondary and higher as well as for elementary education (some have done so for less than a century), there remains much disagreement about the government's responsibility for the continuing education of out-of-school adults. Prevailing practices differ greatly from state to state. We have much to learn from European nations, even though their problems differ from ours because fewer of their adults have had the benefit of secondary and higher education.

Patterns of Adult Education, *by Mary E. Ulich* (*Pageant,* 205 *pp.,* $5), is a comparative study of adult education in Denmark, England, Germany, and the United States. Dr. Ulich, who is a professor of education at Wellesley, turns her attention first to Denmark because no other nation has given so much attention to adult education or has organized it so systematically.

The unique Danish contribution is the Folk High School, which had its origins early in the nineteenth century and has since been adopted by other Scandinavian nations. This is primarily a rural institution where young adults between the ages of seventeen and thirty live and work together during a term which traditionally consists of five winter months for men and three summer months for women. Its aim, says Dr. Ulich, is not vocational, but to awaken the social energy of the Danish people. The earlier emphasis on Danish folklore has now been replaced by contemporary history, but the program still includes the singing of folk songs and historical ballads. Students receive instruction in a variety of subjects, including gymnastics. The entire program seems to have been designed for workers who have reached adulthood without having attended secondary schools.

In England, adult education has had its ups and downs. "Nearly all the early ventures," says Dr. Ulich, ". . . failed to survive because they were conceived and administered from above; they were not flexible enough to permit the inclusion of activities which deviated from, or went beyond, their original aim, which in most cases was the religious salvation of the students." Today, under the Education Act of 1944, all responsible education agencies, including such organizations as the Workers' Educational Association and the Seafarers' Education Service, receive direct grants from the Ministry of Education covering approximately 75 per cent of teaching costs.

In Germany, adult education began to flourish in the nineteenth century when churchmen took an interest in helping young adults to make better use of their leisure time. Its form has since been altered by the influence of socialistic doctrine and by the crises and reversals which have confronted the German people during the past century, but the tradition of concern for the education of adults has continued.

The author's longest chapter deals with adult education in the United States, which, though haphazard and informal, has included a diversity of institutions: lyceums, chautauquas, free public libraries, YM and YWCA's, and university extension, as well as a great variety of correspondence instruction, some of it excellent, some of it more profitable to the promoter than to the student. Her enthusiasm leads her to conclude, "Adult education [in the United States] has been definitely recognized as an integral part of the nation's educational system." This is an exaggeration. It would be more accurate to say that adult education is still a dangling appendage rather than an integrated part of the system—a fact that remains a source of frustration to those who believe in it most deeply.

Though its descriptive and historical

Teachers, parents, and school board members who need an up-to-date refresher course in new approaches to education will find it in *Teaching in a World of Change,* the most recent in a series of paperbacks published by Harcourt, Brace & World (180 pp., $1.95). The author, Robert H. Anderson, is no stranger to regular readers of *SR.* As a professor in the Harvard Graduate School of Education and as a director of research programs in the public schools, where he has worked closely with teachers and administrators, he has played a distinguished role in the educational improvements of recent years. He is exceptionally well qualified to describe the recent innovations in American education, recount their history, evaluate their promise, and place them in their proper perspective as a part of the educational revolution of the 1960s.

In this volume, Anderson discusses new approaches to school organization, including nongraded schools and team teaching. He describes the dramatic and necessary changes in schoolhouse construction, and includes a chapter on the library-centered school. Most important of all, he discusses the effects of the innovations on the role of the teacher and the resulting changes in teaching as a career.

—P. W.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

material is useful, this book leaves unanswered most of the questions regarding adult education that must now be faced. How effective are our present programs? Do they reach those who most need to be reached? What kind of education is most appropriate for disadvantaged individuals who have reached adulthood without having acquired a familiarity with our culture? Is there a greater need for vocational retraining or for the liberal and humanistic studies which give richness to our culture? What can be done for the many adults who have acquired diplomas and degrees without having become liberally educated? And, should adult education be a responsibility of government or is it best left to private schools and voluntary organizations?

The increased amount of leisure time now available to all Americans (except those in professional and executive positions, who seem to work longer hours with each passing decade), combined with affluence and upward social striving, make it appropriate that many varieties of adult education should be expanded greatly in the years just ahead. Some statewide and nationwide planning is in order. But for the many adults who prefer not to take more courses or listen to more lectures, and who find organized discussion groups a great bore, it may well be that the best way to improve the education of mature people is to make art, ballet, opera, and other great music more widely available and to raise the intellectual tone of our newspapers, magazines, books, motion pictures, and television programs.

—Paul Woodring.

Baby Talk

By Gemma d'Auria

THE children are playing games in
the water-color garden.
Peering under whispers, I hear a
sly silence. The garden pool
returns a mantis reflection.

I fold to five years, avoiding the
pewter-petaled fungus, and
ignoring the toads. I try
observing the children
through closed eyelids.

But they are still powdering their
noses with the dust of
cracked puffballs, and
tacking wood roses
to their heads.

Of course, when I stop spying like this,
the roses will turn pink and tender.

Fighting Deprivation

Continued from page 86

results of vocational education courses in Israel for trainees from African villages; and our own experiments in planning enrichment programs for culturally deprived adolescents, producing both a rise in IQ and an increase in the rate of matriculation success.

We believe that natural growth processes follow an upward spiral, interspersed periodically with critical points of crisis. A crisis may be "natural," *i.e*, the result of reaching a point of saturation and needing retrenchment and reorganization for the next leap; or, "cultural," *i.e.*, the result of new requirements posed by the social structure as a whole, or by one of its "gatekeepers" such as the schools.

In our culture, preschool, early adolescence, and army or college constitute such "crisis" periods. We can utilize these periods for offering educational reorientation programs. This will mean choosing a point where an individual seems ready for a try at new experience.

IN our search for models of social action through education we also realize the special possibilities offered by the potentially gifted pupil from a culturally disadvantaged background. The upper group in a culturally deprived school is, on the one hand, the losing group—paying the price of being in an impoverished environment that does not promote intellectual potential. On the other hand, the gifted make up, potentially, the group that aspires to social mobility— because they have experienced success in their school environment and are being rewarded for it by both school and home. They are also the group that has approached most nearly the norm in ability and achievement. So by suggesting to them and to their parents that they are potentially gifted and that they can rise in society if they are ready to mobilize their own motivation, we are able to help them change. We are able to stimulate them to serve both as their own change-agents, and as levers for raising the motivation and aspiration of the whole group.

With this group we tried in parallel two series of experiments with different approaches.

At early adolescence students in the upper quarter of fifteen culturally deprived schools were offered the opportunity to attend a program of enrichment, especially planned for their needs, in a center organized outside their own neighborhoods. Attendance was voluntary, twice a week in the afternoon and a whole day during the summer, for the three years of grades six to eight.

At later adolescence a process of identification and selection of potentially gifted individuals from culturally deprived backgrounds was initiated. Those selected as promising and in need of support (through teachers' recommendations, test results, interviewing and observation) were given four years of free boarding-school or long day-care education. During the morning they were placed in cooperating secondary schools; in the afternoon or evening, tutorial instruction, cultural enrichment, social education, and individual counseling were made available.

The first graduating class has now passed the National Scholastic tests and the "matriculation" exams, and it is possible to report that an unprecedented success has been achieved.

In the early adolescence enrichment program about 85 per cent continued systematically their participation in the program for three years, and their test results in comparison with appropriate control groups show a statistically significant rise in IQ and other scores. The evidence from the schools also indicates that they had, in most cases, a very positive influence on the social climate of their peer groups. As a result of the success of this program, the Ministry of Education has decided to organize such centers throughout the country. During the coming school year twenty centers will be in operation.

In the later adolescence group the first graduating class from the boarding program showed both a smaller drop-out rate (84 per cent finished academic high school and reached the matriculation exams in comparison with 62 per cent in the control group) and better scholastic results (83 per cent made passing grades without any failure, in comparison with about 60 per cent in the control groups). During the past year about 1,000 youths benefited from the program in fifteen different groups.

Although not all evaluation data are available yet, it seems there is enough evidence to present these, or similar approaches, as promising models for accelerating intellectual and social change.

They promise not only the improvement of opportunities for a certain number of individuals, but also the development of an influential group with new attitudes and orientation. We were able to observe that, first, participating youth and their families in these neighborhoods moved toward the acceptance of academic education as something that they can consider appropriate for their group; second, schools in such communities found a promising reward for the potentially gifted; and third, teachers and pupils in the secondary academic schools involved moved toward a change in their understanding of the potentialities of pupils from culturally deprived backgrounds.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Esther

Continued from page 79

A disguised voice from the back said, "Go ahead, teach, kick us all out."

Dan had picked up the yardstick again and was challenging Raymond to a duel. At this point Willie dropped his chair from the wall, got up slowly and moved toward Dan. I saw that Willie was upset but I could not get to the back of the room to stop anything. Willie wrenched the stick from Dan's grip, went back to his chair, and used the straight-edge to draw diagrams on a piece of paper. Dan moved to a corner seat and sulked.

Maria forgot about Andy long enough to get her work out. I got the new boy, a nonreader, away from the water. I remember wondering how a human being could be alive for sixteen years and not be able to read.

I looked at the clock and saw that I had ten minutes to go before I could relax. Maria started nagging me to get a drink of water. When she understood that I was not going to let her out she started nagging to go to the lavatory. One of the four girls at the table must have said something funny because they all broke out into loud laughter.

The class was on top of the situation. I was beaten down, tired, and disgusted, and they knew it.

With five minutes to go the door burst open and Esther came running into the room laughing and being chased by a boy I had never seen before. When he saw me, he stopped and ran out of the room. Esther ran around behind me. I told her she could get out of the room. She wanted out before, and now she could stay out.

Esther looked at me and then said to the class, "Let's all go. He can't do anything. Look! He's lost control."

That was my toughest hour. Perhaps it was also a kind of catharsis, for when the following morning arrived, the previous afternoon had apparently never happened. The youngsters came into class in good order and settled down to work. I never learned what produced the change.

I had to build and strengthen Esther's academic skills. She was a poor reader. Her attention span was short. She had no success in class. My biggest job with Esther, as indeed with all these youngsters, was making her stick to a job until it was finished.

I remember the morning Esther graduated from short division to long division. The word *long* in long division had defeated Esther in elementary school. She had never really tried to master these problems. She was terribly afraid of failing. I had told her the day before that we were going to move on to long division. She had told me that she could not do it. Never could and never would. She came into the room quietly, put her head down on her folded arms and closed her eyes. It took about fifteen minutes to get the rest of the class settled with questions answered and work well under way. Then I told Esther to get her work out.

"I got a headache, Mr. Ott. I wanna see the nurse."

"Oh, come on, Esther. I just saw you playing softball last period. You're just afraid of this division."

"I can't do that old stuff."

"Come on. Get your paper and pencil and I'm going to show you that all you have to remember are three simple steps and there isn't any number you can't divide."

When she had gone through a problem once without my help I left her and went back to the other students. In two or three minutes Esther was at my desk.

"I have to get a drink of water."

"Let's see your problem. Did you finish it?"

"No. I can't do that old stuff."

"You just did one. You sit down and finish this problem. If you still have to have water then I'll let you go."

"That's chicken, Mr. Ott."

"Go on now. Sit down and do the best you can."

Two or three minutes and she was back. "I gotta go to the toilet."

"You haven't finished that problem?"

"No. But honest-to-god, I've gotta go bad, Mr. Ott."

"Then it's going to be too bad for all of us because I expect you to knuckle down to this work."

WE went back and forth like this for a few minutes. I was chicken and a dirty rat, but she finally understood that she was going to stick to that work until she whipped it. I knew there was no way I could make her work but I would not go on with anything more until we had made it up this step. This took the better part of a week, but we made it. There were many other steps, but somehow with this experience behind us the others never really seemed too tough.

Esther graduated last semester. She came back to visit some weeks ago with the news that her grades in junior college were good enough that she was accepted into a nursing college. She had been in my special class longer than any other youngster—two years. She was the last link to the beginning months of this class, when there were more bad days than good ones. She is a bright girl who has more and more turned her intelligence to academic progress, but two years ago I would not have given two cents for her chances of lasting out the semester. As a matter of fact, the odds on me were not much better.

New History

Continued from page 81

of geography and to think as practitioners of that discipline think."

Substitute "method" for "structure," and what is true for geography is equally or even more true for history, the methods and purposes of which are so subtly but importantly different from those of all the predictive sciences. Is not the current need far more for a coordinated multidisciplinary approach, as Professor Kohn suggests, than it is for interdisciplinary work?

The most serious obstacle of all to the success of the social studies revolution lies in the fact that too few teachers are equipped to cope with it. Trained themselves in dreary expository courses by academicians and professional educators, many have no idea what it is to ask a question or pursue a line of inquiry. They teach as they have been taught. It is precisely here, in the field of teacher training, that the revolution will ultimately be won or lost. And it is precisely here, too, that its message is most pregnant with possibilities for the future.

Because it insists that the mode of inquiry should be the heart of "content," the new pedagogy in fact breathes new life into the old idea that in talking about teaching one cannot separate subject matter from method. It is an idea which has long since become an empty cliché mouthed piously by professional educator and academician alike, and practiced by neither. Similarly, it breathes new life into another long-empty cliché, the idea that scholarship and teaching are inextricably linked, and that fundamentally it is only the inquirer—by temperament if not necessarily by profession—who can teach well. If we are to take seriously the revolution which is abroad in the land, ultimately there will be no more methods courses such as that for which Professor Fenton's book has been designed; and the academician will have to have accepted a full measure of responsibility for education rather than paying it the lip-service—mixed with none-too-gentle scorn—which he does at present. Ultimately this may be the revolution's most important contribution of all.

The fact is, we have a tiger by the tail—and it is high time!

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

Is It the Child?

Continued from page 77

about how she feels when she has to teach in a room full of broken glass with her coat on because it's the middle of winter and someone has sent a rock through the windows again; or of her resentment of the Negro teachers who won't hold doors open for her anymore; or of her feeling that a white teacher who is permissive is really lax because she doesn't believe these children will amount to much anyway; or of her frustration with a child who won't learn, her joy with one who will, her despair and fear of her own temper. Some of these feelings are not socially acceptable. They cannot be shared with the supervisor or the principal—who hand out evaluations at the end of the year. Some of the feelings are not known to the teachers who hold them. Occasionally they turn into migraine headaches.

THE mental health team held meetings with groups of teachers to discuss individual children and the reactions they aroused in the teacher. The school principal and the supervisors were not invited to these meetings.

A further service to teachers was the opportunity to learn about types of behavior pathology and methods of management through a formal staff conference involving mental health and auxiliary personnel. Case conferences are the classical teaching method of clinics and medical schools. Through detailed presentation of all of the diagnostic information pertinent to a single case the senior practitioner illustrates for the novice the factors that contributed to the disorder. In a medical setting this helps the student master the skills of diagnosis. In a school setting the case conference alerts educators to the preventive steps they can take to promote healthy development of all their pupils, not just the one under study.

The teaching function was only one of the goals served by the case conference. By inviting all of the community representatives who might be concerned with the particular child under study—the recreation worker at the settlement house, the public assistance worker, the Juvenile Court probation officer, the family agency social worker, the public housing manager—it was possible at the one meeting to coordinate the dreadfully fragmented services offered this individual and his family. In the course of trying to resolve one child's or one family's problems, these agencies became acquainted with each other and were able to tackle jointly the many facets of the disorder. It was important for them to meet the teacher and for the teacher to meet them. The wide audience of school and community representatives was not there solely to observe the unfolding of the diagnostic process. They also functioned as a greatly expanded team with enhanced opportunities for arriving at a sensible solution of the complex problems presented.

ALL of the school staff who touched on the life of the individual pupil participated in the conference. In addition to the teacher this meant the school psychologist, the school social worker, school nurse, physician, and, of course, the principal. The principals were encouraged to attend all of the case conferences, not just the ones at their own school. This was recommended, not only because—with the mobility of this population—a child at one school today could be at their school tomorrow, but also because each school had only two or three case conferences a year, and a broader picture of the kinds of problems and causes could be gained.

The principal in each school determined which teachers, if any, could attend the case conference. In some schools one teacher popped in at the sound of the bell, another popped out, a kind of instant mental health training program. A good measure of the degree of acceptance of mental health principles and of experimentation was the number of teachers a principal permitted to sit through the entire ninety-minute conference. One principal growled about the number of professional hours he saw wasted in the room—the physicians, psychologists, social workers, other principals plus the mental health team—but the greatest number of teachers attended conferences in his school.

The case conference in the school had a contagious effect on many other school services. School physicians went back to their books to provide information about unique medical problems, school psychologists moved their clinic-studies from the central office to the home school of the child involved, school social workers began to feel that perhaps they were meant to do social work rather than serve as truant officers.

This was a novel experience. When slum areas were invisible, the public school principal reigned supreme. He was at the head of a social institution whose customers were drafted. Unlike the minister of the church, the director of the settlement house, the ward boss or even the police precinct captain, the principal operated without the usual constraints on the liberty of a public official. Central administration in theory gave direction to the principal, but in practice if he was able to keep scandal out of the newspapers, he received neither help nor hindrance.

In more affluent communities the principal's power is tempered by the power of the tax-paying parents; they will not permit their children to be paddled, for example, or to be handled cruelly, if they know about it. But in slum neighborhoods the adults are not used to owning anything, not even the right to some say about how their children are handled.

Frequently the staff of a school in a stable neighborhood has some kind of organization, formal or informal, to withstand the pressures of the chief executive of the school. In a slum neighborhood, with the higher proportion of substitute teachers and teacher turnover, this kind of organization is less likely to appear. Teachers in slum schools often fear for their ratings and will not oppose arbitrary action by the principal.

WHICH leaves the pupils. They are the only ones in a position to resist tyranny when they encounter it. This they do, sometimes by creating havoc in the classroom or breaking the school rules, or by destroying whatever or whomever they can find. The vast majority attack the system in a more subtle way: They refuse to learn. These are some of the children who were referred to the mental health team for diagnosis. Many of them turned out to have healthy egos. They were disturbing to the school but they didn't qualify as "emotionally disturbed." A sixteen-year-old who can read at the third grade level and is expected to sit quietly through six hours each day five days a week with eighth grade textbooks in front of him can only accomplish this if he withdraws into a fantasy world. A far more healthy reaction is to liven things up, to impose a more meaningful structure, to duplicate in the classroom some of the tensions of the real world. Not only does this make the immediate situation more tolerable, but also it has a good chance of resulting in suspension from school. There is some question about which behavior patterns were maladaptive, those of the youngster who managed to attain freedom from noxious stimuli or those of the educator who rewarded when he wanted to punish.

To attempt to reach this type of

How testing helps your child in school and college

by GENE R. HAWES

Takes the mystery and confusion out of tests. Shows parents how tests actually help children by gauging their personalities, learning, occupational interests. By a former editor for the College Entrance Examination Board. Family Life Library, 75c.

ASSOCIATION PRESS, N.Y. 10007

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

youngster another technique from the mental health profession was introduced to the school—discussion groups led by trained social workers. The pupils talked about the adults in the community who threw empty beer bottles out of windows, the homosexuals who offered young boys money, and those who tried to get them for nothing, the frightening sexual aggressiveness of the girls, what happens in the locker room of the gymnasium, how to acquire money legitimately and illegitimately—there were many concerns that superseded learning the kinds of things the school tried to teach.

The group leaders came from the regular school staff of social workers. They were given a course in group techniques in order to help them adapt to this new role. But in-service training alone does not make for easy transition. Here again the strong support of the school principal was a necessity. He needed to allow the school social worker to spend time in this way, to work with school children who may or may not have been truancy problems. He needed to alter his expectations of how many truancy cases could be visited by an individual who was learning new skills of potential, but not immediate, use. Principals who have functioned for a long time in slum areas sometimes acquire characteristics that resemble those of the population they serve, particularly the inability to wait, to delay gratification for the sake of attaining greater satisfaction later.

The mental health team had a mandate to try new methods of offering mental health services to the schools. As each new method was introduced it became clear that no innovation would enter any school without the principal's sanction. Because top administration had ordained that mental health team services were to be offered in his school, the principal was unable initially to register open disapproval of the team's operations, but it was not too difficult for him to sabotage efforts to bring about change. Passive resistance was known to principals long before the civil rights movement discovered it.

Some progress in countering this resistance was made in the weekly meetings with the principals. Out of these meetings grew some major insights about public school principals and the complexity of their role. The school principal has tremendous responsibility—for the safety of pupils and teachers, the deployment of forces to appropriate places, the management of supplies and physical environments, the discipline of recalcitrant staff and customers, and, of course, the education of the young. On top of these duties have been placed the extra problems associated with civil rights pressures. In all other areas of society where responsibilities have burgeoned, assistance has been forthcoming. Industrial management has its middle management to handle specialized functions—purchasing, sales, traffic, industrial relations. Government, universities, hospitals all contain chains of administrators to share the load of handling complex operations. The public school alone has remained almost totally resistant to this trend. Unless the school reaches appropriate statistical proportions there is no assistant principal *or any other person* to help administer this vast enterprise. The role of the school principal is remarkably similar to what it was a generation ago.

THERE are several natural concomitants of this tycoon's-eye view of the world. One is the tendency to refuse assistance when available (except from the school clerk, who represents no power threat), a need to go it alone, even in the face of disaster. Another is the tendency to deny the presence or imminence of disaster, to conceal even from oneself the deficiencies of the operation. A third is to tighten the controls on children and faculty in the hope that stronger and stronger direction will alter the disaster course.

This kind of self-defeating behavior signifies breakdown for the individual. The precise cause of the breakdown is frequently difficult to isolate. Usually there is some combination of structural limitation or weakness interacting with faulty emotional thinking and behavioral patterns. Sometimes the individual has remained a child on the inside while being forced to function like an adult.

So it may be with the schools. The responsibilities of today have far greater complexity than they did when public education was young. The schools need to grow up to them. Many of the cures that have been offered are palliatives, comparable to sending a disturbed person abroad for a change of scenery. The prognosis is poor unless some more basic changes can be made. To promote the development of a better adjusted school system it may be necessary to reorganize its structure in such a way that progress will be welcomed rather than frustrated.

How the "new English" will help your child

MICHAEL F. SHUGRUE, a leader in the movement for the "new English" shows parents what it really means; how it will help children in every grade read better, understand more, appreciate best literature. Tells how parents can help with lessons. A FAMILY LIFE LIBRARY *paperback*. 75c
ASSOCIATION PRESS. N.Y. 10007

Catholic Schools

Continued from page 74

Together, the Greeley-Rossi and Notre Dame studies throw light on such questions.

How good are Catholic schools simply as schools? How do they compare with public schools?

Before answering the questions, the shortcomings and advantages should be noted. The Catholic schools are almost scandalously overcrowded, though there has been a notable improvement on this score in recent years. Their teachers have less academic preparation. Finally, they operate on a much lower budget. Even though the merely nominal pay of the sisters makes up for some of the difference, it is not enough to balance the amount spent on each child.

On the advantageous side, it must be kept in mind that the Church schools can pick and choose their students. Unruly and undisciplined pupils often end up in the public schools because the nuns are in a position to demand a certain standard of behavior. From many teachers' point of view, this is an enormous benefit.

With all this duly noted, it must then be recorded that on the basis of comparative records, students in Catholic schools are "superior," both in academic achievement and in learning potential. This really should not surprise anyone. The Notre Dame authors, for example, modestly point out that the superiority they found can be attributed largely to the "relatively selective" admissions policies of the schools. There is no note in their report of what a critical Bishop at the Vatican Council called "Catholic triumphalism."

The parochial schools, however, are not all *that* selective, and the overcrowding and heavy teaching loads and limited budgets with which they operate might have suggested that they would be significantly less advanced. Over the years, vague charges of academic inferiority have been hurled against the nun-directed schools and have frequently been taken as the Gospel truth, so to speak, by persons who could not imagine why they shouldn't be true. It seems only fair, now that evidence of massive testing is available, to acknowledge that, if anything, children in Catholic schools are academically privileged.

Thousands of elementary school pupils were given the Stanford Achievement Test and two mental ability measures, the Kuhlman-Anderson Test and Otis Mental Ability Test, for the Notre Dame report. High-school students were given the Metropolitan Achievement Test, High School Battery and Otis Mental Ability Test. The results were these: IQ's of elementary pupils averaged out

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

to 110, a sign of superior academic learning potential. Eighty-four per cent had achievement scores at or above the national norms. There were similar findings for high school students. About 17 per cent exceeded the national norms in academic achievement; more than 80 per cent were classified as reaching "total potential" in language arts, social studies, mathematics, and science.

The Greeley-Rossi study concentrated on the relationship between Catholic education and adult religious behavior. The authors found that the link between the religious education offered in a Catholic school and adult behavior is notably stronger in those who were brought up in devout families. In other words, classroom religious education is much more likely to "take" if it is bolstered by the example of parents.

Other Greeley-Rossi findings are these:

► Males who attended Catholic colleges are notably more religiously observant than Catholics who stopped their religious education before reaching college. The difference here turned out to be so great that the authors concluded that "religious education will probably produce the effect its supporters seek for it only when it is 'comprehensive' (from first grade to college degree.)"

► Present-day high school students show a much stronger correlation between religious education and religious behavior than their older brothers and sisters. This could be the result of an improvement in religious educational techniques, or it could be because religious fidelity tends to erode after graduation. The authors say they were led to believe, however, that where Catholic education was not strengthened at home, its effects were short-ranged; where school and family work together, the impact on the young is a lasting phenomenon.

The Notre Dame investigators devised their own test to measure the understanding of the Catholic religion gained by parochial school pupils. They decided that, on the whole, the students did well. Girls in all-girl schools, they found, showed the best understanding of Catholicism—or at least they provided the most "advanced" answers to the questions asked.

The Notre Dame test was designed to measure "advanced," "moderate," "moralistic," "conventional" and "nominalistic" religious comprehensions. A typical question was the following:

> The chief value of the life, sufferings, and death of Our Lord (Jesus) is that He thereby:
> a) earned for us God's grace and everlasting life [advanced]
> b) showed His unlimited love for us [moderate]
> c) taught us how to live, suffer, and die [moralistic]
> d) set us free from sin and sin's penalty [conventional]
> e) proved to doubters that He was a real man [nominalistic]

A total of 56 per cent of those queried selected the highly desired "advanced" or "moderate" responses, 32 per cent chose the "conventional," and only 12 per cent the "moralistic" or "nominalistic."

Father Greeley and Dr. Rossi, who gave considerable attention to the matter, found no evidence that Catholic schools were "divisive." Community involvement, concern about "worldly problems," and attitudes toward other groups were not significantly affected, they decided, by attendance at Church schools.

The majority of Catholic-school students said their three best friends were also Catholics, but this reply turned out to be no different than the answer given to that question by Catholics in public schools. The same was true for Protestants and Jews. "Americans apparently choose their friends from their own religious group, no matter what kind of education they have," the authors concluded.

Greeley and Rossi also found that Catholic collegians are more "liberal" than Catholics who do not attend Catholic colleges and, where anti-Semitism is concerned, considerably more "liberal" than college-educated Protestants—a conclusion also sustained by the recent Glock-Stark studies sponsored by B'nai B'rith. The Notre Dame investigators found, however, that only 47 per cent of the students surveyed gave an unbiased response to this statement: "There is something strange and different about Jews. It is hard to know what they are thinking or planning, or what makes them tick." Less bias was shown in response to a similar stereotyping of Negroes. But no more than two-thirds to three-fourths of the students were ever on the side of the angels when tests of bias were made. The Notre Dame investigators concluded from this that though the Catholic schools may not be doing any worse than others in combating prejudice, they are not doing well enough.

CATHOLIC school graduates, Greeley and Rossi found, do slightly better in achieving success in professional life than do Catholics who attended other schools. As a possible explanation they point out that students in a Catholic schools do not occupy the minority status they might have in a public institution and that their self-confidence is therefore

This single-lens reflex is no single-lens reflex

Fact is, it accepts twenty-odd lenses—all Nikkors, and all of them interchangeable—same as the Nikon F.

To this assurance of picture quality, the new Nikkormat FT adds the certainty of exposure accuracy. It has a built-in meter system which measures the brightness of the subject through the lens, and couples it to the lens and shutter settings.

You have to try real hard to get a bad picture with a Nikkormat FT. Price is $269.50 with 50mm Auto-Nikkor f2 lens. The Model FS, without meter system, is $199.50. See your Nikon dealer or write Nikon Inc. Garden City, N.Y. 11533. Subsidiary of Ehrenreich Photo-Optical Industries, Inc. (In Canada: Anglophoto Ltd. Montreal, P.Q.)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

strengthened at a crucial time in life. Later, they found, the Catholic school graduate seems to adapt as readily to the religiously mixed world of business and the professions as anyone else and manifests neither more nor less clannishness than his fellow Catholics.

Are Catholic schools, then, still necessary? The question is asked by some who feel that anything that pulls Catholics away from others is bad for the Church as well as for the nation. It is asked by others who feel that the home and the parish church, rather than the school, are the proper places for religious education. It is asked by some who believe that the idea of a "Catholic culture," which was supposed to be transmitted by the Church's schools, is an anachronism and that the work of contemporary Christians is to wrestle with the problems common to all men and express their religious concerns in a "secular" mode.

Others question in dollars-and-cents terms the feasibility of continuing the Catholic school system. They point out the rising cost of education. An even greater inequality in physical resources enjoyed by the parochial and the public schools will be brought about by federal aid to public schools. There is also the sheer financial burden parents feel in maintaining a separate system in addition to paying full taxes for schools and other services their children do not use. When the Catholic population was largely composed of urban renters, the cost of maintaining two systems was not as evident as it is today for the home-owning Catholic suburbanite, who is very much aware of school taxes and the benefits he is losing because his children are in a parochial school.

Father Greeley and Dr. Rossi concluded that maintaining the schools was not necessary for the survival of American Catholicism. They found, for example, that of all Catholics who attended public schools and whose parents attended public schools, three of every five attend Mass weekly. If the schools were to be closed tomorrow, the University of Chicago authors imply, there would be no mass apostacy; the Church would probably have just as many adherents in the next generation as it has now.

However, Greeley and Rossi do not expect the schools to be closed down tomorrow, or the day after tomorrow, or the day after that; nor do they expect them to be "phased out." They write: "A system which involves one out of every seven school children in our republic does not go out of business, either all at once or gradually." Being for or against such a system, they say, is like being for or against the Rocky Mountains—it might be great fun but it does not alter reality.

CLASSIFIED

CLASSIFIED ADVERTISEMENTS are accepted for things wanted or unwanted; personal services; literary or publishing offers, unclassified elsewhere; miscellaneous items appealing to a special intelligent clientele; jobs wanted; houses or camps for rent; tutoring; ideas for sale. All advertisements must be consonant with the character of Saturday Review. Rates for a single insertion, 80¢ per word, 10-word minimum. Count 2 extra words for Box and Numbers. Rates for multiple insertions:—52 times 72¢ per word each insertion; 26 times 74¢ per word each insertion; 13 times 76¢ per word each insertion; 6 times 78¢ per word each insertion. Full payment must be received eighteen days before publication. We forward all mail received in answer to box numbers and submit postage bills periodically. Mail to be called for at this office will be held 30 days only. Address Classified Department, Saturday Review, 380 Madison Avenue, New York, New York 10017.

LITERARY SERVICES

MANUSCRIPT TYPING. Also tapes. Ambassador Office Service, 10 East 49th Street, NYC 10017. PLaza 5-1127.

RESEARCH, writing, translations, expertly done. All topics. Reasonable. Professional author. Box R-923.

EDITOR, multilingual, highly experienced, seeks freelance assignments. 212-MU 3-5878.

RESEARCH, writing, speeches. All subjects. Three published authors. Box V-30.

LIBRARY SEARCH, MAJOR ARCHIVES, any topic. Photostats of articles, rare books. Reasonable. Box V-472.

EDITING—FREE LANCE. Textbook, nonfiction, technical manuscripts edited to your specifications and satisfaction. Box V-413.

PARISIAN LADY, law degree, fluent English, will research, write, translate from French libraries. Box V-524.

TRANSLATIONS: English/German. Medical, other. 68-43 Groton, Flushing, N.Y. 11375.

TYPING/manuscript and correspondence. YOUR SECRETARY, 50 East 42nd Street, NYC 10017. OXford 7-3676.

BOOKS

SEND AUTHORS' NAMES and titles of out-of-print books wanted. You will get results. Kendall Gaisser, Booksellers, 1242 Broadway, Toledo, Ohio 43609.

PAPERBACK CATALOGUE, 217 pages, 13,000 titles, subject indexed, 154 publishers. Send $1. Store clearance sales included. Visit and save on Hardbounds, Paperbacks. New York Book, 4 West 43rd Street, NYC 10036.

SAVE TO 84% on publishers' overstocks. Free catalogue. Reader's Service, 1060 Twin Silo Lane, Huntingdon Valley, Pennsylvania 19006.

BOOKS ABOUT ASIA—ORIENTALIA. 11 East 12th Street, New York, New York 10003. Free Catalogue S.

BRITISH BOOK BARGAINS—all subjects. Catalogues free. Wants solicited. Transbooks, Matawan, New Jersey 07747.

BIBLIOPHILES, for details regarding the most efficient, yet least expensive slipcases ever offered, write BOOK PROTECTORS, INC., Box 325, Lake Helen, Florida 32744.

C&NWRY STEAM POWER—118 years of locomotive evolution. 300 historical photos, maps and action of the great American Pioneers in Steam. FREE pictorial brochure. 208 generous 8½" x 11" pages, hardbound. $10.00 postpaid. Knudsen Publications, 3539 North Lincoln Avenue, Chicago, Illinois 60613.

FRENCH BOOKS

THE FRENCH BOOKSHOP. 700 Madison Avenue (62nd Street), NYC 10021, where French books are sold exclusively. Mail order catalogue 70¢.

BOOKPLATES

FREE CATALOGUE—Many beautiful designs. Special designing too. Address BOOKPLATES, Yellow Springs, Ohio 45387.

PERIODICALS

AMERICAN HAIKU magazine. Subscription—$3.00 yearly. Box 73, Platteville, Wisconsin 53818.

FOREIGN PERIODICALS

FRENCH, ITALIAN, SPANISH, German, British, Portuguese, Polish subscriptions to periodicals, newspapers—also books. European Publishers, 132 West 43rd Street, NYC 10036.

OUT-OF-PRINT

CAN'T GET IT, WE'LL FIND IT and fast. Free experienced service reaches 5,500 dealers weekly, if not in our large stock. Beacon Hill Booksellers, 1077 Massachusetts Avenue, Cambridge, Massachusetts 02138.

TAINTER'S CHICK BOOKSHOP. Temple, N. H. Books on anything and everything. Try our search service for that certain book.

BAER'S BOOK SEARCH. 2856 Woodlawn Terrace, Memphis, Tennessee 38127. Book finders.

NAME THE BOOK. We'll get it! CHICAGO BOOK MART, P.O. Box 613, Chicago Heights, Illinois 60411.

A-TO-Z BOOK SERVICE, P.O. Box 525-S, Staten Island, N.Y. 10302. Large stock. Free search. AUTHOR? TITLE?

TRANSATLANTIC BOOKSEARCHERS. Wants actively sought in England and America. Matawan, New Jersey 07747.

YOU NAME IT—WE FIND IT. Satisfaction guaranteed. INTERNATIONAL BOOKFINDERS, Box 3003-S, Beverly Hills, California 90212.

HARD TO FIND? We specialize in locating the difficult. Fast, reasonable. Ardsley Books, Box 4308, Sunnyside, N.Y. 11104.

HUGE STOCK—Search Service. Infinite Books, Box 18229, Cleveland, Ohio 44118.

ART

ORIGINAL OIL PAINTINGS, $5 to $75, None Higher. Exciting works by talented artists just beginning to achieve recognition. Unbelievable bargains in America's Famous Galleries of Discovery. Arts International Galleries: New York: 1066 Madison; Kew Gardens, Long Island, N.Y.: 116-20 Metropolitan Avenue; Chicago: 70 East Walton; Cleveland: 13122 Shaker Square; Denver: 515 16th Street; Detroit: 24 West Adams; Minneapolis: 38 South 6th; Philadelphia: 1711 Chestnut; Pittsburgh: 444 Wood Street; San Francisco: 366 Geary; Santa Monica: 109 Broadway; St. Louis: 8207 Clayton.

NETSUKE. Would like to trade or buy from individuals. No dealers, please. Box V-487.

EXCITING ORIGINAL GRAPHICS, contemporary foreign artists: woodcuts, etchings, lithos; $3.50-$7 month by subscription. Information: Graphic Circle (SR), 68 Fifth Avenue, NYC 10011.

NEW ILLUSTRATED PRINT CATALOGUE—over 250 works by: Barlach, Baskin, Braque, Corinth, Giacometti, Kollwitz, Levine, Marsh, Picasso, Renoir, Rouault, etc. Send $1.00 to Martin Gallery, 43 Eest 80th Street, New York 10021.

OESTREICHER'S REFERENCE BOOK of Fine Art Reproductions. Largest guide to fine prints available. Contains over 12,000 titles by 1,500 artists. Illustrates over 1,100 reproductions. $2.50 postpaid, foreign $3.50. Oestreicher's Prints Inc., SR 10-3, 43 West 46th Street, NYC 10036.

ORIGINAL LITHOGRAPHS, ETCHINGS: Chagall, Miro, Braque. Moderately priced. Send 50¢ for color-illustrated catalogue. George Kirschner, 90-59 56th Avenue, Elmhurst, New York 11373.

RECORD MART

HANDEL: MESSIAH (complete)—with Ingrid Bjoner, Hertha Toepper, Josef Traxel, Keith Engen, Choir of St. Hedwig's Cathedral and the Berlin Symphony Orchestra under Karl Forster. 3 Eurodisc Records, Mono $11.25, Stereo $14.25. Bremen House, 218 East 86th Street, NYC 10028, REgent 4-2500.

MUSICAL INSTRUMENTS

IF IT'S RELIABLE and sounds beautiful, it's a Sabathil harpsichord from Vancouver, Canada.

BLUTHNER PIANOS, Leipzig since 1853. Exclusive Importer and Representative, KASIMOFF, 952 North Lake, Pasadena, California + Neupert Harpsichords.

RECORDERS—FINEST MAKES. Largest music selections. Free catalogue. RECORDER CENTER, Amenia, N.Y.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

PIANO INSTRUCTION

STIMULATING, HIGHLY SUCCESSFUL PIANO INSTRUCTION by Viennese concert pianist in her East Side studio. BUtterfield 8-3770 NYC.

LEARN THE PIANO. Beginners a specialty. Reasonable. CH 3-6928 NYC.

COLOR SLIDES

35mm COLOR SLIDE Catalogue, illustrated. Free, beautiful foreign slide! Free, "Travelogue Fun Tips!" All postpaid. All for 10¢. Wolfe Worldwide, Dept. 7106, Los Angeles 90025.

SCHOOLS

THE DUGWAY. A small coeducational center of learning for children 7-17, for whom the traditional system of education is unsatisfactory, unrealistic, irrelevant and boring. Applicants must be 13 or under. Glendale, Massachusetts 01229. Telephone 413-298-3524.

ADULT EDUCATION

IF YOU REALLY WISH to learn FRENCH, enroll for seven weeks' rapid learning course and vacation in 18th century house on 50-acre estate in heart of France. Traditional French family food, each bedroom with bath. Minutes theater, films, lectures. Tours included. Limited 8 students. Paris to Paris, $875 (double occupancy less). Write Thevenin, Solignac, Haute Vienne, France.

COLLEGES

COLLEGE DROP-OUTS: We concentrate on the educational redevelopment of selected students, including poor achievers, with unrealized learning potential. Educational Development Center, 23 Adelbert Street, Berea, Ohio 44017, Dept. SR.

WESTMINSTER CHOIR COLLEGE—Four year curriculum for careers in church and school music. Fully accredited. Voice, choral conducting, piano, organ, theory, harmony, liberal arts, participation in famous Westminster choirs. B.M., B.M.E. degrees. Coed. For catalogue write Box S, Princeton, N.J. 08540.

FOR THE GOURMET

MUSHROOM NIBBLES, unusual cocktail snack from Brandywine. Ineluctable! Ask your gourmet shop. Norton Company, New Milford, Connecticut.

TEA DEVOTEES naturally select Grace Rare Teas. Free brochure. Grace Tea Importer, Dept. 1, 79 Wall Street, NYC.

NOW, MILLIONAIRES' COFFEE PLEASURE is yours. Prime quality fresh-roasted coffees, too costly for market brands, Custom Blended To Your Exact Taste. Send for National's tested quick custom-blending kit—rare Colombia Excelsos, Mochas, Brazil Bourbons, Guatemalans —$2.95 postpaid. We Record Your Personal Blend. On re-order, your personal blend, already mixed, $1.25 per pound. Specify grind or whole bean. National Prime Coffees Co., 67 Irving Place, New York, New York 10003.

SPARKLING CIDER (nonalcoholic)—Gold Medal winner! Enjoy at "champagne occasions" and with fine foods. Send 50¢ for sample (serves 2) and particulars. MARTINELLI'S, Box 549, Watsonville, California 95076.

PERSONALS

UNUSUAL, INEXPENSIVE, DELIGHTFUL PRESENTS shipped direct from Europe. Free catalogue. Europresent, Sharon, Connecticut.

OVERSEAS POSITIONS offer high salaries, free travel. Employers provide transportation and liberal vacations. Comprehensive new booklet, "Guide to Employment Abroad," covers all possibilities in sixty countries, all occupations. Includes exclusive "Directory of American Companies Overseas." Special reports on summer jobs, Government careers overseas, international organizations, medical work, teaching, librarian, secretarial positions, English language newspapers overseas, social work. Highly recommended. Only $1.00. Airmail 30¢ extra. Satisfaction guaranteed or payment refunded. Hill International Publications, P.O. Box 79-X, East Islip, New York 11730.

"PLAY IT AGAIN, SAM," Giant Photo Mural . . . Typical "BOGIE" pose (43 x 30) from one of his most famous movie roles lithographed on poster stock. Shipped in protective mailing tube. $2.00 p.p. Hudson Industries, Dept. SR 14, 116 Charles Street, New York, N.Y. 10014.

PERSONALS

EIGHT FULL-BLOODED BRITTANY SPANIEL PUPPIES. Born September 12th. Father pedigreed. Mother purebred. Fine hunters. Beautiful dispositions. For sale, $50 each. Male or female. Box 168, Waquoit, Massachusetts. Phone 617-428-9396.

TOP CASH PAID for letters and documents of famous people. Immediate decision! Immediate payment. Ask TODAY for free brochure. "How To Sell Your Autographs." Catalogues issued. Charles R. Hamilton, 25 East 53rd Street, NYC 10022. 212-EL 5-3464-5-6.

RECORDERS (FLUTES) KUENG SWISS import. Coolsma, Purcell, $5; $8.95 up! Student Special. Corelli, $3.95; Recorder Music Methods. Guitar Music. Free Catalogue, 10-6-C, HARGAIL, 157 West 57th Street, NYC 10019.

FRESH FLOWER PERFUMES, hand blended, of exquisite fidelity to living flowers. Circular. May Cove, Mathews, Virginia 23109.

AFRICAN CARVINGS, TRIBAL MASKS. Free Brochure. Verkaufen Imports, Box 137, LeMars, Iowa 51031.

OPERATE LUCRATIVE Information Service (Research). It's terrific! Free literature. Career Aids, Box 2225, San Francisco, California 94126.

NEUPERT HARPSICHORDS, CLAVICHORDS. Oldest, finest. Free catalogue. MAGNAMUSIC. Sharon, Connecticut 06069.

HOME WINE-MAKING—free booklet with instructions and recipes. Grey Owl Laboratories, 100 South Street, Boston, Massachusetts.

DRIFTWOOD MOBILES—Unique gifts! Write for details, including picture. Box V-443.

COLLEGE PROGRAMS for men and women seeking 2-year associate or 4-year baccalaureate degrees in arts and sciences. Urban campus; new dormitories; renaissance city of Pittsburgh. Trimester Plan: September, January and April. Write Box SR, Point Park College, Pittsburgh, Pennsylvania 15222.

ANNOUNCING the opening of our New York shop opposite Lincoln Center. Our traditional service, fine Concert Guitars, Lutes, Violins, etc. are available. Stop in to see us at 46 West 63rd Street, NYC. LOCKER'S-IMPORTERS, 21 South 18th Street, Philadelphia, Pennsylvania 19103.

LEARNING RUSSIAN is fun with Mozaika—illustrated monthly reader for beginners or refresher course. Lively, entertaining stories, poems, articles, news, in simple Russian with Russian-English vocabulary, grammar and pronunciation aids. 1 year (10 issues), $2.50. Gift subscriptions available. 10% discount for class subscriptions of 10 copies or more. Write for samples or order subscriptions from FAM Book Service, 69 Fifth Avenue, New York, N.Y. 10003. 212-CH 3-3737.

BLUE GLASS LINERS for silver saltcellars and condiment holders. Glass inserts replaced. Hess Repairs, 168 East 33rd Street, NYC 10016.

ARE YOU A UNITARIAN UNIVERSALIST without knowing it? Do you believe that no one has the right to do your thinking for you? That "religious truth" cannot be contrary to the truth from other sources? That man is capable of self-improvement and is not condemned by "original sin?" That practicing brotherhood is more important than parroting creeds? Then you are professing Unitarian Universalist beliefs—and need not "believe alone." Send for 32 page illustrated booklet, "Introducing Unitarianism." Mail 25¢ to LAYMEN'S LEAGUE, Dept. S-1, 25 Beacon Street, Boston, Massachusetts 02108.

PHOTOGRAPHER AVAILABLE—CHILDREN. Interested in family, educational, environmental relationships and/or physical and emotional growth. For education, research, advertising usage, etc. Portfolio, references. 212-688-3955 or Box V-442.

MANGO SEASON OVER. Send for free brochure for shipping Florida's finest Indian River grapefruit and oranges in the U.S., Canada and to Europe. Airport Fruit Shipper, Miami International Airport, Miami, Florida 33159.

WHITE-FOOT HOSE for the modern man who needs the comfort of a white sock plus style—in navy, black, brown, charcoal. State size. 3 pr/$5. Zenith Medical Products, Box 85, Forest Park, Illinois 60130.

PERSONALS

SHOWINGS OF CAROL BROWN'S fabrics and clothes: Wellesley Shoppers Showcase, Burlington, Vermont, October 18th-19th: Vassar Christmas Sampler, Oyster Bay, N.Y., October 26th-27th-28th. Home Shop, Putney, Vermont 05346.

MATURE EXECUTIVE SECRETARY, heavy public relations background, desires position NYC. Box V-432.

CREATIVE DISPLAY ADMINISTRATOR, handle all phases. Ideas. Purchasing. Graphics. Production. Quality control. Estimates. Budgets. Reports. 10 years' experience. 32 years old. College background. Seeks association with firm that needs a strong arm. NYC. Box T-671.

JOIN THE OHIM CLUB! Membership now open. Lifetime membership card with beautiful gold-plated, hand-polished membership pin. Can be used as tie tack, lapel pin or dress ornament. Has that fine jewelry look. Nicely boxed conversation piece. Only $1.00 ppd. Customcraft Creations, P.O. Box 1111, Dept. 112, Providence, Rhode Island 02901.

CHRISTMAS CARDS from the Philadelphia Museum of Art. A handsome selection of 45 cards designed from original works by artists including della Robbia, Hicks, Picasso and Vasarely. For illustrated color catalogue, send 25¢ to Christmas Cards, Philadelphia Museum of Art, P.O. Box 7643, Philadelphia 19101.

DRAMATIC ARTS-ASSOCIATION DEGREE offered by Point Park College and the Pittsburgh Playhouse School of the Theater. This six-trimester program prepares the student for careers in professional theater and related fields or transfer to another institution for academic theater. Urban campus is ideal for the professional drama student. September 1967 applicants should write Director of Admission, Point Park/Playhouse School, Drama Degree, 201 Wood Street, Pittsburgh, Pennsylvania 15222.

OLD LETTERS WANTED. Authors, scientists, military leaders, musicians, American statesmen, etc. Collections and important single items bought and sold. Especially interested in literary material. Catalogues issued. Walter R. Benjamin Autographs, 790 Madison Avenue (at 67th), New York 10021. 212-RE 4-3902. Established 1887.

REWRITING, SPEECH WRITING. Male writer-editor, Phi Beta Kappa, nationally published. Experienced in social science, psychology, religious writing, political speeches, and promotion. Box P-22.

COVERED WAGON MOVERS. Competent, experienced, insured. For estimate call Jerry McGruddy, ALgonquin 5-1788 NYC.

MEDITATION? Practice invokes knowledge, evokes insight. First year bi-monthly training course free. Write: MEDITATIONS, Box 1244, Greenwich, Connecticut 06830.

YOUR GLOBAL ADVENTURE. Largest journal of actual positions for teachers, administrators, students, librarians, scientists, etc. NOT just a list—includes specific U.S. and foreign positions open now. Includes summer jobs. Approved since 1952. **RUSH $2.00** for current issue. Yearly membership $6.00. Manual, "Teaching Opportunities in Switzerland," $1.00 or FREE, with yearly. Advancement Institute, 171 North 9th Street, Brooklyn, N.Y. 11211.

ADULT DEGREE PROGRAM for men and women over 25 seeking liberal arts education. B.A. degree may be earned through series of six month study cycles combining two-week seminars on campus twice yearly with independent study at home. Students may start in July, August, January or February. Write Box S, Adult Degree Program, Goddard College, Plainfield, Vermont.

IF YOU WANT TO KNOW how Citizen Exchange Corps helps Americans find out if Russians have horns, send for FREE reprints of N.Y. Times articles and editorials telling about CEC, a nonprofit, tax-exempt foundation. These reprints tell how it brings together Americans and Russians of all ages and occupations to meet their counterparts in both the United States and the Soviet Union . . . and how you can participate in this program, which will lead eventually to exchange of Americans and Soviets to live and work in each other's country for 6 months to 2 years as a major step toward mutual understanding and survival. Write Citizen Exchange Corps, Dept. SRH, 550 Fifth Avenue, New York, New York 10036.

TEACHERS: 9 week camp positions for next summer. We need versatile experts in fine arts—modern dance and ballet—creative writing—drama—folk dance—violin —tennis. Write Appel Farm, Elmer, New Jersey 08318.

FOOT COMFORT—Double deerskin moccasins, slippers, casuals, 50 styles. Free catalogue SR. Cottage Crafts, Rutland, Vermont 05701.

(Continued on page 98)

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

PERSONALS

(Continued from page 97)

BESPOKE TAILORS to discerning men for over a century. W. G. Child & Sons Ltd. of London. New York Agent, Fred Cowell Tailors, 74 West 46th Street, Room 901. 212-CI 5-4358.

BENTLEY—late model V-8. Silver finish. Write for details. $10,500. Box V-533.

HECHO EN MEXICO. Ameyahualco bark cloth painting $4.35 postpaid. Mexican handcrafts catalogue S, 10¢. The Cirrus Company, Box 4203, Santa Barbara, California 93103.

FOR SALE: Louis Vuitton book trunk. Box V-519.

TOPICAL, humorous songs, special material created for individuals, Industrials, Fund Raising Shows. Box V-523.

HOW TO BE a successful gift-giver without even half trying. Shop our catalogue, complete with more than 2,000 pictures and approximately 176,000 words. Unusual, adventurous gifts. Catalogue free— just write Miles Kimball, 198 Bond Street, Oshkosh, Wisconsin 54901.

MERITORIOUS RESTORATION. Antique, Modern China, Ivory, etc. Sano Studio, 767 Lexington Avenue, NYC 10021.

"MEADOWLARK" retreat center in beautiful valley. Individualized program of counseling and creative activity for renewal. Write: Evarts G. Loomis, M.D., Friendly Hills Fellowship, Hemet, California 92343.

SECOND ALDOUS HUXLEY MEMORIAL LECTURE—Free copy from Box 22124, San Francisco 94122.

PERSONAL LABELS—1,000 gold-trimmed, Name-Address labels 50¢. Guaranteed. Littons, 387-SR-9, Collinsville, Illinois 62234.

NEW TELEPHONE LOCK—prevents unauthorized use. Rush $1.98, refundable. STAYDRYSR, Whitestone, New York.

ROSICRUCIAN Secret Teachings are offered to those who seek to use them for the perfection of their inner faculties and in the mastering of the daily obstacles of life. The Rosicrucians, an international group of thinking men and women, will be happy to send a Free copy of the fascinating book, "The Mastery of Life," to those who believe worthiness and sincerity determine the right for one to have such knowledge. Let this book guide you to the conservative plan whereby you may widen your scope of Personal Power. Simply address your request to Scribe C.E.M., The Rosicrucians, San Jose, California 95114. Please include Zip Code if part of your address.

THE SCHUMANN MEMORIAL FOUNDATION, Inc. is seeking a museum and library home for fabulous collection of music memorabilia. Contact President, S.M.F., 261 Brunswick Street, Rochester 7, N.Y.

LEARN CONTRACT BRIDGE. Easy, enjoyable. Send for free lesson, details. No obligation. Contract Bridge School. Box 124, Chicago 60690.

EAT TO LIVE? Tasty, natural, whole foods—all kinds—home raised and prepared here on our farm. Free of all artificials and poisons. Shipped anywhere. Unique? Oh my! Do write. Betty Keene, Walnut Acres, Penns Creek, Pennsylvania 17862.

RESEARCH, writing, translations, expertly done. All topics. Reasonable. Professional author. Alex White, Allenhurst, N.J. 07711.

GET VALUABLE BONUSES with your Gift Purchases under novel plan. Discriminating selection. Color catalogue on request. Gifts by Rosamonde, 1081 Grand Boulevard, Westbury, N.Y. 11590.

PERSONALIZED READING PROGRAMS for women. Stimulating. Diversified. Brochure. Box V-479.

GUARANTEED JOBS ABROAD. Year-round and summer for young people. Send $1.00 for publication. JOBS ABROAD, containing applications, to I.S.T.C., 866 United Nations Plaza, New York, N.Y. 10017.

SCRIPT EDITOR—Your stories, treatments, screenplays edited for motion pictures. Box V-476.

IF YOU FAVOR simplicity, dignity and economy in funeral arrangements, write Continental Association, Room 400 S, 59 East Van Buren, Chicago 60605.

FREUD and 8 other Personality Theories. Schematic analysis integrative Study Guide. $1.00 prepaid. Ralph Segalman, ACSW, Ph.D., 249 Viking, El Paso, Texas 79912.

PERSONALS

HARD-DRIVING MAN seeks opportunity to change the world: Experienced and dedicated writer wants difficult, demanding, meaningful work in theater or motion pictures. Box V-124.

LATIN AMERICAN SPECIALIST seeks challenging overseas position. Diversified Foreign Service/business background: economic analysis, development programming, market research, sales, public relations, office management. Fluent Spanish, Portuguese. Male, single, mid-30s. Box V-507.

OFFICE MANAGER, female, literate, seeks weekend work. NYC. Box V-536.

FULBRIGHT SCHOLAR (ENGLAND) '39, Ivy-League B.A., Ed.D. Full professor, major university. Widely published. Seeks challenging change. Summer or permanent, here or abroad. Box V-517.

TRAVEL-MINDED WOMAN, 55, seeks quiet, congenial female for European or world jaunt 1967. Box 6757, Fort Myers Beach, Florida 33931.

YOUNG BUSINESSMAN, 31, M.B.A. 6 years administrative experience large corporations and own business. Seeks challenging position. European travel or residence O.K. Box V-503.

WOMAN SECRETARY, retired and traveling in camper, wants part-time work in beautiful location anywhere in U.S.A.; secretarial skills, read to blind person, or similar chores handled with integrity and common sense; small salary, live in own camper. Box V-527.

FEDERAL EMPLOYEE. Medicare, Social Security, with B.S., L.L.B., eight years experience lecturing students, civic groups, published, seeks teaching position. Box V-513.

CAREER SERVICES

EXCITING, SOLID CAREERS in the communications fields—fashion, photography or international affairs. The authors of "From College to Career" and "From Kitchen to Career" can help you to find that perfect job. Special attention to first timers. Career Blazers Agency, 36 West 44th Street, NYC. 212-YU 6-1280.

EDUCATIONAL CAREER SERVICE, Inc. A nonprofit service for professional employees and employers in education, research, welfare, health. New, unique, discreet matching procedures. ECS, Princeton, N.J. 609-924-4660.

EMPLOYMENT OPPORTUNITIES

MAN FRIDAY—must cook, drive. Summer, Connecticut; winter, Florida. Box 124, Cornwall, Connecticut 06753.

EDITOR-WRITER—Major midwest university needs a creative professional to work in expanding publications program which includes brochures and special presentations. Responsibilities would stress dramatic handling of material related to higher education and basic research. Professional salary and fringe benefits. An equal opportunity employer. Box V-512.

TECHNICAL AND PR STAFF WRITER—Art (visual) background and experience needed. No amateurs. For southern California Foundation. Send resume and salary expectations to Saturday Review Box V-514.

COMPLETE GUIDE United States Civil Service Jobs—tells how-where-what. 112 pages. Rush $2, refundable. STAYDRYSR, Whitestone, New York.

ASSOCIATE EDITOR for Argus, Northwest News Magazine, published in burgeoning Seattle. Top job for top newsman who can report objectively. Strong on politics-business. Argus, established 1894, offers remarkable opportunity for an effective voice in the fast growing Pacific Northwest. Politically independent. Ideal weather for outdoor summer and winter sports, outstanding cultural climate. Give full details, with clips. Write Publisher, Argus, 510 White-Henry-Stuart Building, Seattle, Washington 98101.

RESEARCHERS NEEDED: Leave the ivory towers and improve education through practical research in the public schools. If you have a master's degree with courses in research methodology, statistics, and tests and measurements, you can qualify as a Research Assistant; or if you have these courses and are close to the doctor's degree, you could be a Research Associate. A doctor's degree is needed for senior research positions. Send resume to: Robert B. Hayes, Director of Research, Department of Public Instruction, Box 911, Harrisburg, Pennsylvania 17126. 717-787-4860.

MAGAZINE ARTICLE DIGESTER wanted, current events, homework 30 hours monthly. Stevenson, 212-PL 3-2180.

EMPLOYMENT OPPORTUNITIES

YOUNG MOTHER with two small children is looking for lady to live with her in a country setting near city of 70,000, upstate South Carolina. Applicant should be warm and friendly, a person who loves people, especially children; someone who enjoys the country, good books and beautiful things—perhaps a widow who needs an adopted family to love. If you need to be needed, we need you. Box V-528.

TEACHER—An unusual opportunity for a recent, single graduate (male or female) with teaching experience or strong desire to teach. Some travel, relocation to Princeton, New Jersey. Teach reading in leading independent schools. Good salary and benefits, intensive training—plus we fully pay your tuition if you will study for M.A. in Reading. Staff vacancies now exist. Training sessions begin in November and May. Write fully. Box V-541.

HOUSES AVAILABLE

For Sale

SOUTHERN VERMONT. Acreage, farms, houses magnificent views. Harold W. Ross, Realtor. Bondville. 802-824-6000.

CLEARWATER, FLORIDA—2 bedrooms, 2 baths, garage. $12,900. SR Box V-511.

CAPE MAY—Beautifully kept, Victorian income property. Knouff, 4606 Kutztown Road, Temple, Pennsylvania 19560.

115 ACRES. 5 unique, livable buildings. Mountain surroundings. Ideal for private school, club, group of families. Swimming pool, wonderful fireplaces. Accessible to major ski areas. All sports. 125 miles from Manhattan. Box V-509.

ORLANDO, FLORIDA. Ideal for retired military. Will rent. SR Box V-532.

NORTHERN N.H. 2 level, 6 room ranch, modern kitchen, tiled baths, carpeting, oil heat, 2 car garage, patio. Beautifully landscaped, mountain views abound. 2 hours Boston, airport 10 miles. 11 mile lake. Ski areas 10 minutes. 1½ acres. $27,500. Write T. I. Pillsbury, Littleton, N.H. 03561. 603-444-3311.

DRAKES BAY—40 miles from San Francisco. Writer's retreat. 3 bedroom house overlooking deserted 6 mile beach. Sale or lease. Terms. Phone: 415-669-1435, SR Box V-537.

For Sale—Furnished

AN UNUSUAL COUNTRY BOWER? A base for skiing near Mt. Snow? Relaxation? Year round home? You name it, you'll find it here. Split level beautiful two wing home in southern Vermont. Write for description and photos. Box 162, Wilmington, Vermont.

For Rent

NEW, UNFURNISHED, Burnt Adobe territorial style home. 3 bedrooms, 2 baths, recreation room. New Mexico prestige college community, adjacent golf course, one hour fishing/skiing, half hour Mexican border. Air-conditioned, washer-dryer. Eighteen-month lease from January, 1967. $185 month plus utilities, 2 months security. Box V-540.

For Rent—Furnished

HARRISON, MAINE. Historic Maine farmhouse. Lovely hilltop view of White Mountains. Furnished Early American. 3 bedrooms, 2 fireplaces, studio and 3 guest cabins. Perfect retreat. SR Box V-458.

BRITISH VIRGIN ISLANDS—Beautiful house by sea—20 acres. Box V-495.

FOR RENT: Small furnished cottage, Long Island estate. Ideal for retired couple fond of animals. Box V-91.

ST. JOHN, VIRGIN ISLANDS—cottage, 9 acres, breathtaking views. Weekly. Box V-444.

UNUSUAL MOUNTAIN RETREAT. Ideal for artists, writers, anyone who covets peace and privacy. Decorative interior, panoramic exterior. Housekeeping facilities by month or year. Swimming pool, fishing, hunting, skiing, golf. 125 miles from Manhattan. Box V-510.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

HOUSES AVAILABLE

For Winter Rental

WOODSTOCK, VERMONT, chalet. Fireplace, 3 bedrooms. $900 season. 802-457-1231. Box 441, Woodstock.

HOUSES FOR EXCHANGE

MEMBERS EXCHANGE HOMES for rent free vacations. Write: Vacation Exchange Clubs, 550 Fifth Avenue, New York 10036.

HOLIDAY HOME EXCHANGE BUREAU will arrange between reputable approved people. Write Box 555, Grants, New Mexico 87020.

APARTMENT FOR SALE

NYC. EAST 50s, for sale—Cooperative apartment, together with collection of modern paintings, drawings, and prints. Large living room, bedroom, small kitchen. Beekman Place neighborhood, conservative prewar building. Expensive, principals only. Box V-468.

APARTMENTS AVAILABLE

For Rent

NEW YORK CITY—Upper East Side spacious apartment. Large living room and foyer, 2 bedrooms with window dining room convertible to third, 2½ baths, fully equipped kitchen. Immediate occupancy. $345 per month. Box V-92.

For Rent—Furnished

NYC. Completely furnished 2½ room bachelor apartment Chelsea area. Brownstone, floor through, air-conditioned. $200 month. 212-YU 9-2244.

For Winter Rental

3 ROOM APARTMENT. January 1st to April 1st, $1,800. Matecumbe Resort Motel, Box 287B, Islamorada, Florida 33036.

OFFICE SPACE AVAILABLE

MANHATTAN PENTHOUSE FOR WRITER. Quiet, air-conditioned, furnished midtown office, part of small Foundation suite. Complete privacy. Reasonable. Box T-589.

PROPERTY FOR SALE

FOR LIVING IN A FOREST. A few 2 to 10 acre lots in 1,000 acre tree farm, southern N.H. Swimming, fishing in private ponds and river. Hunting, hiking in forest. Unique offer. Prices $1,200 to $6,500. Tree Growers, Box 27, Gilsum, N.H. Call person to person, John Calhoun, 603-352-2865.

NOVA SCOTIA—1 to 3 acre oceanfront retreats on the beautiful Atlantic Ocean. Picturesque harbors, magnificent views, fragrant spruce trees and your own "private beach." Unusual opportunity for investment or summer homesite—not distant but different! $2,500 per retreat. Terms. For tourist information on Nova Scotia, write Nova Scotia Travel Bureau, Halifax, Nova Scotia. For free brochure on vacation retreats write: MARITIME ENTERPRISES, LTD., "Canada's Ocean Playground," P.O. Box 283, Sherbrooke, Nova Scotia.

VERMONT RETREAT of 15 acres. A scenic building site among the evergreens complete with trout brook and small pond. On good road near large lake—utilities, privacy. Price $3,000. Corti Real Estate, Walden, Vermont 05869. Telephone 802-563-2261.

LARGE, SECLUDED PARKLIKE LOTS, frontage on famous salmon pools of top Nova Scotian river, near ocean. Limited number. $1,500 each. Information on request. L. R. MacKaracher, Box 130, Sherbrooke, Nova Scotia.

PROPERTY FOR SALE

MONADNOCK REGION—southern New Hampshire. Every "PLUS" feature included in circa 1806 original center chimney CAPE. 40 acres, attached barn, swimming pool. Panoramic views. 5 bedrooms, 2 baths. 5 fireplaces. Studio, shop or hobby area. Modern utilities. Prime condition. $62,500. George M. Foster, Real Estate, Francestown, N.H. Telephone: 603-874-2268.

MAINE COAST (Washington County). Buy now for next summer. New modified "A" frame house, electricity, bath, with full view of ocean. Drilled well. Boat landing and shore privilege. $7,500. Write Box V-535.

BUSINESS OPPORTUNITIES

MAILING LISTS. We have a complete list of the names and addresses of all the lawyers, physicians and real estate brokers in the United States. Approximately 200,000 in each category typed on perforated gummed labels. Sell all or part. $12.00 per thousand, Eastway Publishing, 232 Palisade Avenue, Cliffside Park, N.J.

VACATIONS

FOR THOSE WHO want every facility and service, plus the tranquility of casual beach life, write the Fields for literature about their delightful Colony Beach Club, Longboat Key, Sarasota, Florida 33577.

DANTE'S 2nd CIRCLE is now located at THE MONTPELIER, NEVIS, in the Leeward Islands. Caribbean sun (82° F.) and trade winds. Folder "S" describes all.

SUN without wind or dust. In a veritable oasis in the desert, where the sky is wide, is one of the most respected and unique resort hotels in Arizona. 25 miles from main road. Miles of riding trails, lovely pool, tennis, golf, 60 species of birds, health-giving springs. Superb cuisine. Send for colorful folder 2. Castle Hot Springs Hotel, Castle Hot Springs, Arizona.

SAN FRANCISCO ON A BUDGET? Charming, centrally located. Hotel Beresford, 635 Sutter Street.

HEALTH REJUVENATION. Reducing. Vacationing. Fasting. Sunbathing. Pool. Boating. Beaches. Delightful natural foods. Lectures. Rates $9.00 up. SHANGRI-LA, Bonita Springs, Florida 33923-SR.

WINDHAM HILL FARM—Quiet country inn—good food. Folder. West Townshend, Vermont 05359.

RELAX. Enjoy your vacation—quiet, unspoiled land and waters of Maryland's eastern shore. Colonial charm, finest food. The Pasadena, Royal Oak, Maryland 21662.

PATAGONIA, ARIZONA, Circle Z Ranch. Ultimate in riding, birdwatching, sun, siestas.

THERE'S A PLACE you'll like—white sand beaches—uncrowded Island—nice. Box M-18, Chamber of Commerce, Longboat Key, Florida.

HOTEL PLAYA MAZATLAN. Beautiful, safe, tropical beach, quiet resort, best international cuisine and service. Write for information to Hotel Playa Mazatlan, Apartado 207, Mazatlan, Sinaloa, Mexico.

CORTEZ, FLORIDA—On beautiful Sarasota Bay. Mecca for artists, writers, and educators. Excellent food. Private dock. Reasonable rates. Brochure. ALBION INN.

COME EARLY TO TUCSON before heavily booked season begins. Near the University. Charming rooms and patios; excellent food. American Plan. $13 to $16 a day. CHRISTOPHER SQUARE INN, 1035 East Mabel Street, Tucson, Arizona.

TIRED? Come to the tropical, fully modern, Matecumbe Resort Motel, Florida Keys. Box 203B, Islamorada, Florida.

AH, TRANQUILITY! Mellow 1814 coaching inn . . . gourmet meals . . . in tiny, foliage-bright village. Orchestra Friday and Saturdays. Friday dinner, Saturday breakfast, luncheon, dinner, Sunday breakfast, charming room, bath, $24 person. ($20 without bath.) Vernon Stiles Inn, Thompson, Connecticut.

PELICAN COVE MOTEL AND MARINA—Florida Keys. immaculate oceanside apartments, beach, swimming, fishing, skindiving, shelling, birdwatching, loafing. Literate, congenial company on balmy tropical isle. Duncan Hunter, Owner, Islamorada. Phone 664-2811.

VACATIONS

THANKSGIVING at The Yodler. Skiing maybe, hospitality always. Stowe, Vermont.

NASSAU, BAHAMAS. THE Island resort for a fall vacation. Cable Beach Manor—charming hotel apartments with kitchens, verandas, air-conditioning, 1-2-3 rooms on private beach. Double from $70 per week. Write Box 263, Nassau, Bahamas.

STUDIES ABROAD

WANT TO ENJOY, speak, learn French, Italian, Spanish, German, or vacation in Britain? Individually selected families. Consult Mrs. John G. Phillips: 212-RH 4-2985 or Travel Bureau Inc. 212-JU 6-5454.

TRAVEL

AUTOMOBILES IN EUROPE—Rent or Buy a new European car for your trip abroad. Free catalogue. Indicate car preference. Europe By Car, Inc., 45 Rockefeller Plaza, New York, N.Y. 10020. Phone (212) LT 1-3040. Or 9000 Sunset Boulevard, Los Angeles, California 90069. Phone (213) 272-0424.

WASHINGTON, D.C.—Linden Hill Hotel Weekend. Three days, two nights. $33.50 per person, double. Including meals, theater tickets, tour of Washington, tennis, sauna, bike path. Sixteen acre resort 25 minutes from Capitol Hill. Brochure: SR Box V-59. 301-OL 6-0300.

WORLDWIDE FREIGHTER GUIDE — $1.25. Rates, schedules 700 passenger carrying Freighters. TravLtips, 40-21WL Bell, Bayside, N.Y. 11361.

SAVE MONEY ON YOUR NEXT TRIP to New York by staying at the Hotel Paris. The Paris is like a Volkswagen . . . we offer all the essential services but no frills; comfort but not luxury; a swimming pool but no night club. Ask for leaflets, "New York for Free" and "How to Enjoy New York." Write to M. L. Walter, Hotel Paris, New York 10025.

EUROPE—AN UNREGIMENTED TOUR! Discover this bargain. TOURS, 255-B Sequoia, Pasadena, California.

MIDDLE EAST—22-day escorted tours, seven countries including Greece, Egypt, Israel, Lebanon. Frequent guaranteed departures, exceptional accommodations. Write for free brochures. Dittmann Tours, Dept. RS, P.O. Box 199, Northfield, Minnesota 55057.

TOUR YUCATAN, December 26th to January 2nd, all expense, by plane from Miami and return, 7 days, $225. Mexivac Tours, P.O. Box 274, Lombard, Illinois 60148.

CHANCE OF A LIFETIME! . . . For two weeks or a year enjoy hobbyist, professional painting, crafts, Spanish; writing, history; MFA program. Theater, field-trips, fiestas, sunshine. Room, bath, board from $4. Prospectus? Stirling Dickinson, Director, Instituto Allende, San Miguel Allende, Guanajuato, Mexico.

THIS AD + $7.00 daily entitles you to real value New York. Next time try HOTEL CENTURY, 111 West 46th Street, convenient theater and everything; 350 rooms, all with bath, radio, TV, air-conditioning. Double, add $3.00. Don't delay, reserve now. This is a "sleeper" in every sense.

BACHELOR PARTY®—Worldwide cruises and tours for single people. Free 36 page catalogue. Dept. SR, Bachelor Party Tours, 444 Madison Avenue, New York 10022.

NEW YORK CITY, HOTEL BEDFORD, 40th Street, Just East of Park Avenue. For the discriminating guest who prefers a quiet and gracious hotel in the midst of New York's most convenient Grand Central area . . . near all shopping and entertainment. Beautifully decorated rooms and suites . . . featuring fully equipped kitchenettes . . . private bath, air-conditioning and TV . . . Ideal for families . . . Moderate rates. Continental Restaurant and Cocktail Lounge. Write Hotel Bedford, 118 East 40th Street, for brochure.

CRUISE CARIBBEAN JUNGLE RIVERS, visit friendly Bush Negro, Amerindian stone-age villages; hunt; fish; tour quaint capital; stay modern hotels, guest houses. Write Surinam, Dept. SR-4, 10 Rockefeller Plaza, New York 10020.

HOW TO GET LOWEST FARES on all airlines! Brand new paperback edition of latest Guidebook by airline executive gives up-to-date lowest fares on all major airlines in the world. 196 pages. Loaded with maps, charts, photos. Europe round trip by Jet only $257, South America $125. Tells lowest fares from anywhere in U.S. to Bahamas, Caribbean, Pacific, Mexico, Hawaii, U.S.A. Gives best tour bargains. Endorsed by leading airlines. Used by thousands of experienced travelers and travel agents. Guaranteed to save you money in planning any trip by air or money back. Send only $2 today. AIR BARGAINS, Box 408-S, Coconut Grove, Miami, Florida 33133.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED

KINGSLEY DOUBLE-CROSTIC NO. 1697

Reg. U. S. Patent Office

By Doris Nash Wortman

DEFINITIONS	WORDS
A. Familiar name for the London mile from the Haymarket to Hyde Park Corner.	49 135 7 160 175 102 17 124 32 28
B. Dike of palings in the sea or a river, to check hostile attack.	120 20 11 186 94 114 176 184
C. Creatures who cling to others to extract gain from them (physicians in G. Washington's day!)	143 6 131 22 2 139 169
D. Sailed nearer the wind.	112 21 146 24 163 193
E. Produce a desired result, esp. in face of difficulties.	96 40 78 75 61 172
F. Yield; fail to support (2 wds.)	109 93 179 68 5 168 106
G. Concealed anew.	121 43 95 85 59 187 3 185
H. Pyromaniac.	159 136 18 10 118 84 33 164 142 57
I. A basic rule of the diabetic's diet (2 wds.)	26 12 37 91 133 178 52 76
J. Portrait in wax in Ancient Rome; a fully adult insect.	189 46 8 132 141
K. Divine things which Emerson's *Olympian bards . . . sung (Ode to Beauty).*	129 44 152 82 173
L. Contemporary statesman for whom a certain lethal cocktail was named.	9 65 105 47 34 156 107
M. Most ingenuous of Shakespeare's ingenues.	14 35 69 25 54 144 62

DEFINITIONS	WORDS
N. Former capital of Persia.	150 165 48 108 161 72 4
O. French portrait and genre painter of 18th cent.	86 51 36 123 151 111
P. Permit once again.	29 192 19 73 130 77 1
Q. Two popular football teams' important climax of 1965 season, played to a tie (comp., followed by *Game*).	38 41 188 90 153 31 128 113
R. The bootblack's service (2 wds.)	177 183 67 154 92 55 83 167
S. Familiar onomatopoetic rendering of a certain bird's cry (2 comp. wds.)	89 60 116 158 148 100 155 80 140 138 50 145
T. Any of several fast-running lizards.	39 157 98 122 63
U. First U.S. woman diplomat (1885-1954).	16 45 174 119 70
V. Enter by stealth into the possessions of another.	58 87 147 126 103 13 27 79
W. Following "What time's," the aside by which famous tenor Leo Slezak almost broke up a Met. performance of *Lohengrin* (3 wds.)	190 23 180 66 30 97 149 115 162 170 104
X. How we, who may be responsible, regard any obligatory action (3 wds.)	74 166 56 117 110 134
Y. Describing the ground bass.	181 101 125 42 137 88 191 64 71 15
Z. Luminous vapor about a god on earth; the color nickel.	171 127 81 182 53 99

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram . . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning . . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings and definitions is Webster's New International Dictionary, Second and Third Editions.

				1 P	2 C	3 G	4 N		5 F	6 C		7 A	8 J	9 L	10 H							
11 B	12 I		13 V	14 M	15 Y	16 U	17 A	18 H	19 P		20 B	21 D	22 C	23 W		24 D						
25 M	26 I	27 V	28 A		29 P	30 W	31 Q	32 A	33 H	34 L	35 M	36 O	37 I		38 Q	39 T						
	40 E	41 Q	42 Y	43 G	44 K	45 U	46 J		47 L	48 N	49 A	50 S	51 O	52 I	53 Z	54 M						
55 R	56 X	57 H		58 V	59 G	60 S	61 E	62 M	63 T	64 Y	65 L	66 W		67 R	68 F	69 M						
70 U		71 Y	72 N	73 P	74 X	75 E	76 I		77 P	78 E		79 V	80 S	81 Z	82 K	83 R						
	84 H	85 G	86 O	87 V	88 Y	89 S	90 Q		91 I	92 R	93 F	94 B	95 G		96 E	97 W						
98 T	99 Z	100 S	101 Y	102 A		103 V	104 W	105 L	106 F		107 L	108 N	109 F	110 X	111 O	112 D						
113 Q		114 B	115 W		116 S	117 X	118 H	119 U	120 B	121 G	122 T	123 O	124 A		125 Y	126 V						
127 Z	128 Q	129 K	130 P	131 C	132 J	133 I	134 X		135 A	136 H		137 Y	138 S	139 C		140 S						
141 J	142 H	143 C	144 M		145 S	146 D		147 V	148 S	149 W	150 N	151 O	152 K	153 Q	154 R							
155 S	156 L		157 T	158 S	159 H	160 A	161 N		162 W	163 D		164 H	165 N		166 X	167 R						
168 F	169 C	170 W	171 Z	172 E	173 K		174 U	175 A	176 B		177 R	178 I	179 F	180 W	181 Y							
182 Z	183 R	184 B	185 G		186 B	187 G	188 Q	189 J	190 W	191 Y	192 P	193 D										

Solution of last week's Double-Crostic will be found on page 12 of this issue.

PRODUCED 2005 BY UNZ.ORG
ELECTRONIC REPRODUCTION PROHIBITED